QUR'ĀN CURRICULUM

GRADE

3

KISA PUBLICATIONS

UNDER THE GUIDANCE OF MOULANA NABI R. MIR (ABIDI)

QUR'ĀN CURRICULUM

GRADE
3

AL-KISA
FOUNDATION
UNDER THE CLOAK OF GUIDANCE AND MERCY

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Dedication

This book is dedicated to the beloved Imām of our time (ʿaj). May Allah (swt) hasten his reappearance and help us to become his true companions.

Acknowledgments

Prophet Muḥammad (ṣ): On the Day of Resurrection, the ink of the scholars will be weighed up against the blood of the martyrs, and the ink of the scholars will be heavier than the blood of the martyrs.
Nahj al-Faṣāḥah, Saying #3222.

True reward lies with Allah (swt), but we would like to sincerely thank those who contributed to this book. May Allah (swt) bless them in this world and the next. We would especially like to thank Wali ul Asr for their artwork and contributions.

Preface

Prophet Muḥammad (ṣ): Nurture and raise your children in the best way. Raise them with the love of the Prophets and the Ahlul Bayt (ʿa).

Curriculum is an influential form of educational content that often shapes the thoughts and views of an entire generation. Therefore, in order to establish an Islamic foundation for the future generations, there is a dire need for a compelling Islamic curriculum. Over the past several years, this need has become increasingly prevalent throughout Islamic centers and schools everywhere. Due to the growing dissonance between parents, children, society, and the teachings of Islam and the Ahlul Bayt (ʿa), this need has become even more pressing. Al-Kisa Foundation, along with its subsidiary, Kisa Publications, was conceived in an effort to help bridge this gap with the guidance of ʿulamāʾ and the help of educators. We would like to make this a communal effort and platform. Therefore, we sincerely welcome constructive feedback and help in any capacity.

وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا

"… and recite the Qurʾān in a measured tone."[1]

The goal of the Qurʾān Curriculum is inspired from the verse above. We are the best creation of Allah and our way to connect with Him, and feel the highest levels of peace and comfort is connection through His own words, the Noble Qurʾān. Allah has facilitated this connection and intimate relationship with Him by opening the door of duʿāʾ (supplication) and sending down His divine book, so we can be guided on the right path.

Our communication to Allah through duʿāʾ can sometimes be rooted in our own wants and desires, which may not be ideal for our holistic health and success to perfection. This is why reciting the duʿās as taught by our role models, the immaculate 14, the Ahlul Bayt (ʿa) is the best tool to communicate with Him. Likewise, Qurʾān being the light of navigation, is ideal to connect with Allah.

Therefore, there is a need for us to recite, understand, practice on the guidance of the Qurʾān and be a role model and ambassador of the Qurʾān. The first step, as seen in the verse above, is recitation, or qirāʾah. However, this is not enough to achieve that connection, even for those who understand Arabic. Hence, this curriculum has a humble attempt to add other aspects of the Qurʾān such as memorizing, and explaining the meanings through Qurʾānic lessons to establish this connection with Allah.

---

[1] Sūrah al-Muzzammil (73), Verse 4.

The series of this book is a combined effort of many experts, and over two decades of teaching. From the beginning, there were individuals such as Brother Ali Fawaz, Brother Moshref, Brother Yaser Shanjani, Moulana Abazar Wahedi, Sister Rana Matar, Sister Sabika Mithani, Sister Sarah Yahfoufi, Sister Zamena Momin, Sister Asgaraly, Sister Mona Alsaglab, Sister Noor Nasrallah, and Shaykh Salim Yusufali, along with the resources of Wali ul-Asr Schools, SABA Sunday School, and other affiliated schools.

This series started with general reading techniques, and was then enhanced with memorization of sūrahs, duʿās, ziyārāt, and also Qurʾānic life lessons taken from books such as Verses of Light, Guiding Light Series, Qurʾān Appreciation, and Qurʾān Quest. Moulana Wahidi’s vision, and Shaykh Salim’s dedication to help our students connect with the words and concepts of the Qurʾān were instrumental to this curriculum. Including the Qurʾān Quest component which is a dive into tafṣīr for the older grades. May Allah bless them and their families abundantly.

We hope that this curriculum will help your child’s connection with the Qurʾān whether used as their primary curriculum, or a supplemental resource. We humbly request you to share your feedback as we continue to evolve and enhance the curriculum to achieve these goals, inshāʾAllāh.

We pray to Allah to give us the strength and tawfīq to perform our duties and responsibilities.

With Duʿās,
Nabi R. Mir (Abidi)

About the Board ʿĀlim

Moulana Nabi R. Mir (Abidi) is a scholar, an educator, a father, and an enthusiast for creating educational infrastructure and Islamic resources for the benefit of the global community. He is a pioneer of always thinking “outside of the box” by supporting the creation of innovative materials to engage young readers to pick up Islamic books, interact with Qurʾānic games, learn from the Steps to Perfection Curriculum, and begin their life-long journey of holistic education.

Being a dedicated student and graduate of *Darse Khārij* from the *Ḥawzah* (the highest level of Islamic Studies in the seminary), Moulana Abidi understands the intrinsic value of Islamic education. Also, having grown up in India, and now residing in the United States, he has had the honor of traveling to various communities and meeting many community leaders. He values the importance of collaboration and working together to optimize our communal potential and create open source platforms so that information and resources are available and accessible to everyone around the world.

You, dear reader, are now part of the Al-Kisa family.
Share the word, and join the mission.

How to Use this Book?

Salāmun ʿalaykum Dear Teachers, Guardians, and Students,

This Qurʾān book is designed to help strengthen our connection with the Noble Qurʾān, inshāʾAllāh.

It is divided into 4 parts:

1. **Recitation/Listening** to the sūrahs of the Noble Qurʾān
2. **Learn how to read the Qurān & Tajwīd**
3. **Living with the Qurʾān** by understanding the verses and connecting them to our daily lives.
4. **Memorization** of the sūrah, duʿās, and ṣalāh with a focus on the correct pronunciation.

This Qurʾān book was designed to be completed over one school year (or 32 weeks).

If your class is not teaching the "Learning how to read the Qurʾān & Tajwīd" you can allocate that time for "Living with the Qurʾān" & "Memorization".

If you have more than one session/week, you can stretch some of the lessons over two weeks, have deeper discussions and spend more time on the activities.

How to breakdown the Qurʾān Session?

Here is a suggestion on how to breakdown and conduct the Qurʾān class with a few options to choose from for each part of the class.

5 min	**Recitation** Source: tanzil.net Option 1: Assign a student Option 2: Teacher can read
15 min	**How to Read the Qurʾān** • Introduce the new lesson or review the previous lesson • Do 1 or 2 worksheets and assign the rest as homework • Add a short video or a small activity/craft related to the lesson if needed (you can find great ideas online) • Do the assessment
15 min	**Living with the Qurʾān** • Read and repeat the āyah in Arabic and English • Show the short video and tell the story to explain the āyah/sūrah. • Have a brief discussion and make sure the students understand the important lessons. • Start the activity and guide the students through it. • Give the coloring sheet as homework.
5 min	**Memorization** • Divide the sūrah and focus on specific āyahs every session. • If you have pre-assigned āyahs for memorization as homework, you can review these āyahs and test the students. • Review the sūrah assigned for memorization.

Helpful Tips

- If you are just teaching “Living with the Qurʾān” & “Memorization” allocate the “How to read the Qurʾān” time to those sections.
- Communicate with parents to create a home & school alliance.
- Understand the students’ individual needs and have empathy for them.
- Help them grow at their own pace.

Pacing Guide

It is important to make a Pacing Guide of what you plan to cover during the month/quarter. You can also share this information with parents to keep them informed of these monthly/quarterly goals. Here is an example of a pacing guide for Grade 3. We hope this model helps to make your own pacing guide according to your classroom needs.

Grade 3 - Pacing Guide

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Memorization	Āyah al-Kursī (Sūrah al-Baqarah/Āyah 255)	Āyah al-Kursī (Sūrah al-Baqarah/Āyah 255)	Āyah al-Kursī (Sūrah al-Baqarah/Āyah 256 + review previous Āyah)	Āyah al-Kursī (Sūrah al-Baqarah/Āyah 257 + review previous Āyāt)	Short Ḥadīth #1	Short Ḥadīth #1	Short Ḥadīth #2	Short Ḥadīth #2
Reading Sūrah	Sūrah ar-Rūm (Āyah 1-4)	Sūrah ar-Rūm (Āyah 5-8)	Sūrah ar-Rūm (Āyah 9-12)	Sūrah ar-Rūm (Āyah 13-17)	Sūrah ar-Rūm (Āyah 18-21)	Sūrah ar-Rūm (Āyah 22-25)	Sūrah ar-Rūm (Āyah 26-29)	Sūrah ar-Rūm (Āyah 30-34)
Qur'ān Reading & Tajwīd	Alphabet *Review*	Short vowels + Alphabet *review*	One way connected letters *review*	Reading small words with short vowels	*Review* Long Vowel ا	*Review* Long Vowel ى	*Review* Long Vowel و	*Review* Sukūn
Living with the Qur'ān - Guiding Light	Book 1 Lesson #1	Book 1 Lesson #1	Book 1 Lesson #2	Book 1 Lesson #2	Book 1 Lesson #3	Book 1 Lesson #3	Book 1 Lesson #4	Book 1 Lesson #4

Subject	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Memorization	Short Ḥadīth #3	Short Ḥadīth #3	Short Ḥadīth #4	Short Ḥadīth #4	Short Ḥadīth #5	Short Ḥadīth #5	*Mid-Term Assessment*	Sūrah at-Tīn (Āyah 1-3)
Reading Sūrah	Sūrah ar-Rūm (Āyah 30-34)	Sūrah ar-Rūm (Āyah 35-39)	Sūrah ar-Rūm (Āyah 40-44)	Sūrah ar-Rūm (Āyah 45-48)	Sūrah ar-Rūm (Āyah 49-54)	Sūrah ar-Rūm (Āyah 55-60)	*Mid-Term Assessment*	Sūrah Luqmān (Āyah 1-7)
Qur'ān Reading & Tajwīd	*Review* Fatḥah Tanwīn	*Review* Kasra Tanwīn	*Review* Ḍammah Tanwīn	*Review* Shaddah	*Review* Madd	*Review* before miid-term	*Mid-Term Assessment*	Thin & Thick Letters
Living with the Qur'ān - Guiding Light	Book 1 Lesson #5	Book 2 Lesson #1	Book 2 Lesson #1	Book 2 Lesson #2	Book 2 Lesson #2	Book 2 Lesson #3	*Mid-Term Assessment*	Book 2 Lesson #4

Subject	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Memorization	Sūrah at-Tīn (Āyah 4-5 + review previous Āyāt)	Sūrah at-Tīn (Āyah 6 + review previous Āyāt)	Sūrah at-Tīn (Āyah 7-8+ review previous Āyāt)	Sūrah at-Tīn (review) + Āyah al-Kursī (review)	Sūrah al-Qaḍr (Āyah 1-3)	Sūrah al-Qaḍr (Āyah 4-5+ review previous Āyāt)	Sūrah al-Qaḍr (review)	Sūrah al-ʿAdiyāt (Āyah 1-3)
Reading Sūrah	Sūrah Luqmān (Āyah 8-11)	Sūrah Luqmān (Āyah 12-15)	Sūrah Luqmān (Āyah 16-20)	Sūrah Luqmān (Āyah 16-20)	Sūrah Luqmān (Āyah 21-25)	Sūrah Luqmān (Āyah 26-30)	Sūrah Luqmān (Āyah 31-34)	Ziyārah after ṣalāh
Qurʾān Reading & Tajwīd	Thin & Thick Letters	Thin & Thick Letters	Thin & Thick Letters	Assessment	Rules of ل	Rules of ل	Rules of ل	Rules of ل
Living with the Qurʾān - Guiding Light	Book 2 Lesson #5	Book 3 Lesson #1	Book 3 Lesson #1	Book 3 Lesson #2	Book 3 Lesson #2	Book 3 Lesson #3	Book 3 Lesson #3	Book 3 Lesson #4

Subject	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Memorization	Sūrah al-ʿAdiyāt (Āyah 4-5 + review previous Āyāt)	Sūrah al-ʿAdiyāt (Āyah 6-8 + review previous Āyāt)	Sūrah al-ʿAdiyāt (Āyah 9-11 + review previous Āyāt)	Duʿāʾ al-Ḥujjah	Duʿāʾ before & after eating	Duʿāʾ before & after eating	*Review*	*Final Assessment*
Reading Sūrah	Ziyārah after ṣalāh	Qirāʾah & Adhkār of Ṣalāh	Qirāʾah & Adhkār of Ṣalāh	Qirāʾah & Adhkār of Ṣalāh	Qirāʾah & Adhkār of Ṣalāh	Qirāʾah & Adhkār of Ṣalāh	*Review*	*Final Assessment*
Qurʾān Reading & Tajwīd	*Assessment*	Qalqalah	Qalqalah	Qalqalah	Qalqalah	Assessment	*Review*	*Final Assessment*
Living with the Qurʾān - Guiding Light	Book 3 Lesson #5	Book 4 Lesson #1	Book 4 Lesson #2	Book 4 Lesson #3	Book 4 Lesson #4	Book 4 Lesson #5	*Review*	*Final Assessment*

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Teachers Guidelines
Qurʾān Reading/Tajwīd Grade 3

The Grade 3 student book starts an explanation of one way connected letters. Then, a review for long vowels, sukūn, tanwīn, shaddah and madd.

It is divided to the chapters below for tajwīd:

1) Thin and thick letters
Teacher note - for thin & thick letters: for reference: https://tinyurl.com/thinthick

2) Introduction to ل rules: the chapter starts with a lesson on lām rules, followed by a worksheet for practice.
Teacher note - for lām rules: for reference: https://tinyurl.com/Makhrajlaam

3) Introduction to ر rules: the chapter starts with a lesson on rā rules, followed by a worksheet for practice and two assessments.
Teacher note - for rā rules: for reference: https://tinyurl.com/Makhrajraa

4) Qalqalah
Teacher note - for qalqalah: it's a rule to be enacted whenever any of these five letters has a sukūn: ق ط ب ج د. If it were not for qalqalah, these five letters would tend to get obscured whenever they are pronounced with a sukūn. To alleviate this problem, webounce on them so slightly, giving them a slight semblance of a ḥarakah. That said, we must be wary not to give these letters a full ḥarakah, a common mistake, even among Reciters.
Qalqalah video: https://www.youtube.com/watch?v=R0FCI2_WLEA

Some students might be ready to start reading the sūrah at the end of the Qurʾān Reading section inshāʾAllāh.

Please walk around when students are doing the worksheets to make sure that students are on the right track and assist those students who are struggling.

REVIEW

Let's review what you learned last year!

Final	Medial	Initial	Isolated
ـؤ ـئ ـأ	ـئـ	ئـ أ	ء
ـب	ـبـ	بـ	ب
ـت ـة ة	ـتـ	تـ	ت
ـث	ـثـ	ثـ	ث
ـج	ـجـ	جـ	ج
ـح	ـحـ	حـ	ح
ـخ	ـخـ	خـ	خ
ـد	ـد	د	د
ـذ	ـذ	ذ	ذ
ـر	ـر	ر	ر
ـز	ـز	ز	ز
ـس	ـسـ	سـ	س
ـش	ـشـ	شـ	ش
ـص	ـصـ	صـ	ص

Final	Medial	Initial	Isolated
ـض	ـضـ	ضـ	ض
ـط	ـطـ	طـ	ط
ـظ	ـظـ	ظـ	ظ
ـع	ـعـ	عـ	ع
ـغ	ـغـ	غـ	غ
ـف	ـفـ	فـ	ف
ـق	ـقـ	قـ	ق
ـك	ـكـ	كـ	ك
ـل	ـلـ	لـ	ل
ـم	ـمـ	مـ	م
ـن	ـنـ	نـ	ن
ـه	ـهـ	هـ	ه
ـو	ـو	و	و
ـى	ـيـ	يـ	ى

Alphabet Review

ا ب ت ث ج ح خ

د ذ ر ز س ش ص

ض ط ظ ع غ ف ق

ك ل م ن ه و ى

Thin & Thick Letters

Did you know that we have thin and **thick** letters in Arabic?

- When we pronounce the thin letters, we do not use our entire mouth. It is like we are smiling with our mouths closed.
- When we pronounce the **thick** letters, we use our entire mouth. It is like making a big "O" with our mouths.

Let's recite the alphabets according to their thin or **thick** sounds together:

ء ب ت ث ج ح خ

د ذ ر ز س ش ص

ض ط ظ ع غ ف ق

ك ل م ن ه و ى

Are you wondering why رَ and لَ are purple? You will find out soon!

Fatḥah

Let's get familiar with the vowel fatḥah! Sing the alphabet with the fatḥah sound.

أَ بَ تَ ثَ جَ حَ خَ

دَ ذَ رَ زَ سَ شَ صَ

ضَ طَ ظَ عَ غَ فَ قَ

كَ لَ مَ نَ هَ وَ ىَ

Kasra

Let's get familiar with the vowel kasra! Sing the alphabet with the kasra sound.

إِ بِ تِ ثِ جِ حِ خِ

دِ ذِ رِ زِ سِ شِ صِ

ضِ طِ ظِ عِ غِ فِ قِ

كِ لِ مِ نِ هِ وِ يِ

Ḍammah

Let's get familiar with the vowel ḍammah! Sing the alphabet with the ḍammah sound.

أُ بُ تُ ثُ جُ حُ خُ

دُ ذُ رُ زُ سُ شُ صُ

ضُ طُ ظُ عُ غُ فُ قُ

كُ لُ مُ نُ هُ وُ ىُ

One Way Connected Letters

All the letters of the Arabic alphabet connect from both sides, the right and the left, except six letters!

These letters are ا د ذ ر ز و

These letters are weak and can only connect from the right side:

ـا ـد ـذ ـر ـز ـو

Let's practice!

Tracing

ا د ذ ر ز و

صِرَاط صِرَاط صِرَاط صِرَاط

جَانِب جَانِب جَانِب جَانِب

ثَوَابُ ثَوَابُ ثَوَابُ ثَوَابُ

هَذَا هَذَا هَذَا هَذَا

يَدَاهُ يَدَاهُ يَدَاهُ يَدَاهُ

تَزِرُ تَزِرُ تَزِرُ تَزِرُ

Exercise 1.1

Read the following words from the Qurʾān.

خَلَقَ سَكَنَ وَقَبَ

حَسَدَ نَكَصَ تَرَكَ

كَسَبَ فَعَلَ جَمَعَ

أَبَقَ ذَهَبَ بَعَثَ

شَجَرَ زَعَمَ حَضَرَ

ظَلَمَ نَزَغَ بَسَطَ

Exercise 1.2

Read the following words from the Qurʾān.

شَجَرَةٌ ضَعُفَ قُرِئَ

فَقُتِلَ يَكُنِ تَكُ

خُلُقُ رُسُلُ أَتَذَرُ

نُفِخَ عُنُقِكَ فَهُوَ

فَبَصَرُكَ لَيُرِيَهُ حَصَبُ

ثُلُثَهُ كَثُرَ فَجُمِعَ

صُحُفِ أَعِظُكَ ذُبِحَ

Lesson 2.1: Long Vowel ا

Remember my friend fatḥah? Whenever you see fatḥah followed by ا or ٰ , it makes a longer "ā" sound! Let's practice:

Bā بَا = ا + بَ

Ḥā حَٰ = ٰ + حَ

Dā دَا = ا + دَ

Sā سَٰ = ٰ + سَ

Review of Long Vowel ى

Remember my friend kasra? Whenever you see kasra followed by ى, it makes a longer "ī" sound! Let's practice:

Tī تِي = ى + تِ
Mī مِي = ى + مِ
Fī فِي = ى + فِ
Kī كِي = ى + كِ

Review of Long Vowel و

Remember my friend ḍammah? Whenever you see ḍammah followed by و, it makes a longer "ū" sound! Let's practice:

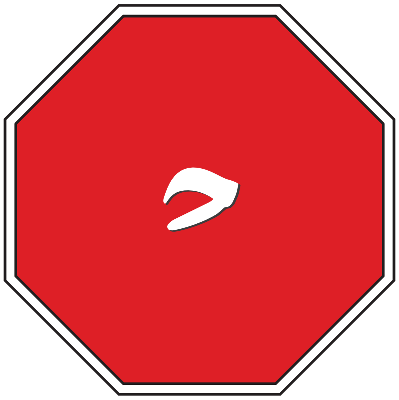
جُ + و = جُو Jū

خُ + و = خُو Khū

زُ + و = زُو Zū

نُ + و = نُو Nū

Review of Sukūn



Remember my friend sukūn? It makes a stopping sound when it comes on top of a letter. Let's practice:

أَذْ أَلْ أَمْ

أَخْ أَصْ

Practice 3.1

Read the following āyāt of the Qurʾān.

مَآ أَغْنَىٰ عَنْهُ مَالُهُۥ وَمَا كَسَبَ
فَلْيَدْعُ نَادِيَهُۥ

أَلَمْ نَشْرَحْ لَكَ صَدْرَكَ
وَوَضَعْنَا عَنكَ وِزْرَكَ

وَلَسَوْفَ يَرْضَىٰ
أَلَمْ نَجْعَل لَّهُۥ عَيْنَيْنِ

سَنُقْرِئُكَ فَلَا تَنسَىٰٓ
وَلَا يَخَافُ عُقْبَٰهَا

وَمَآ أَدْرَىٰكَ مَا هِيَهْ
وَهُوَ يَخْشَىٰ

يُؤَاخِذُ

Read the following words carefully.

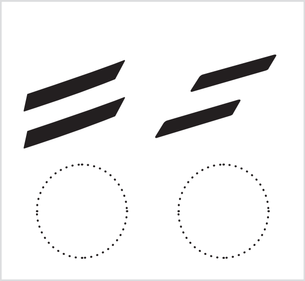
Letter	Yā Sākin	Example	Yā Madd	Example
أ	أَيْ	أَيْنَ	إِى	لِإِيلَٰفِ
ب	بَيْ	بَيْنَ	بِى	سَبِيلِى
ت	تَيْ	أَتَيْنَ	تِى	يَأْتِيَكُم
ث	ثَيْ	--	ثِى	تُثِيرُ
ج	جَيْ	تَنَٰجَيْتُمْ	جِى	أُجِيبُ

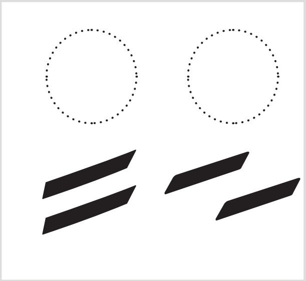
Practice 3.2

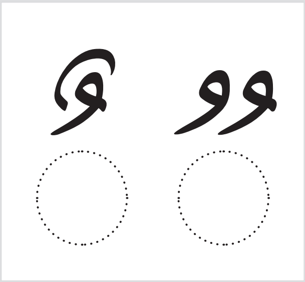
Read the following words carefully.

Example	Waw Madd	Example	Waw Sākin	Letter
تُبۡعَثُونَ	ثُو	تَعۡثَوۡاْ	ثَوۡ	ث
تَخۡرُجُونَ	جُو	وَتَنَٰجَوۡاْ	جَوۡ	ج
لَنَٰصِحُونَ	حُو	حَوۡل	حَوۡ	ح
تَفۡقِدُونَ	دُو	فَنَادَوۡاْ	دَوۡ	د
يَكنِزُونَ	زُو	زَوۡجَانِ	زَوۡ	ز
تَدۡرُسُونَ	يُو	سَوۡفَ	سَوۡ	س
تَخۡرُصُونَ	صُو	بِصَوۡتِكَ	صَوۡ	ص
لِيُرۡضُوكُمۡ	ضُو	يَرۡضَوۡنَهُۥ	ضَوۡ	ض
لِيَكُونَ	كُو	كَوۡثَرۡ	كَوۡ	ك
ثَمُودَ	مُو	مَوۡتِهِۦ	مَوۡ	م
يَعۡمَهُونَ	هُو	يَنۡهَوۡنَ	هَوۡ	ه
دَاوُۥدُ	وُو	ءَاوَوۡا	وَوۡ	و

Review of Tanwīn







Remember the tanwīn twins? They make the short vowel sound plus the "n" sound. Let's practice:

حًا مٍ ىٌ

ذٍ قًا عٌ

Reading 4.1a: Fatḥah Tanwīn

حَسَدًا هُودًا فَرِيقًا

وَسَطًا شَهِيدًا لَكَبِيرَةً

أَندَادًا جَمِيعًا خَلِيفَةً

مَآءً صِبْغَةً شَهَـٰدَةً

Practice 4.1a

Read and circle all the letters with fatḥah tanwīn.

وَيَتِيمًا وَأَسِيرًا (٨) إِنَّمَا نُطْعِمُكُمْ لِوَجْهِ ٱللَّهِ لَا نُرِيدُ مِنكُمْ جَزَآءً وَلَا شُكُورًا
(٩) إِنَّا نَخَافُ مِن رَّبِّنَا يَوْمًا عَبُوسًا قَمْطَرِيرًا (١٠) فَوَقَىٰهُمُ ٱللَّهُ شَرَّ ذَٰلِكَ
ٱلْيَوْمِ وَلَقَّىٰهُمْ نَضْرَةً وَسُرُورًا (١١) وَجَزَىٰهُم بِمَا صَبَرُوا۟ جَنَّةً وَحَرِيرًا (١٢)

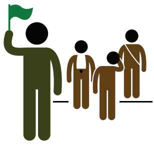
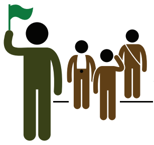
Practice 4.1b

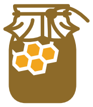
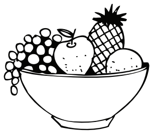
Read the Qurʾānic words below. Then, choose three words, and practice writing them on the dotted line below.

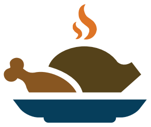
فَضْلًا	هُدًى	تَذْكِرَةً	صَلْدًا
طُوًى	جُزْءًا	نَارًا	حَسَنَةً

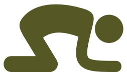
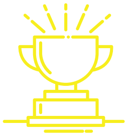
- -

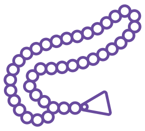
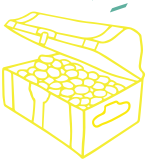
Reading 4.1b: Fatḥah Tanwīn

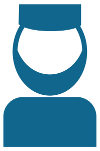
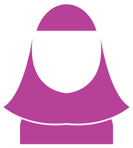
1. Many رَسُولًا  and إِمَامًا  were sent by Allah.

2. I want to eat عَسَلًا  and فَاكِهَةً  for breakfast.

3. My mom is making لَحْمًا حَلَالًا  for lunch.

4. If we do ذِكْرًا  we will get جَزَاءً  from Allah.

5. Doing تَسْبِيحًا  after ṣalāh will increase my ثَوَابًا  .

6. My uncle has a وَلَدًا  and a بِنْتًا  .

Reading 4.2a: Kasra Tanwīn

أَحَدٍ
خَلَـٰقٍ
خَيْرٍ

شِقَاقٍ
حَسَرَٰتٍ
بِغَـٰفِلٍ

شَىْءٍ
بِتَابِعٍ
بَعْضٍ

ءَايَةٍ
بِإِحْسَـٰنٍ
وَلَا نَصِيرٍ

Practice 4.2a

Read and circle all the letters with kasra tanwīn.

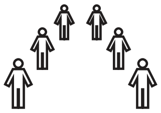
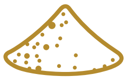
ٱلْيَمِينِ (٢٧) فِى سِدْرٍ مَّخْضُودٍ (٢٨) وَطَلْحٍ مَّنضُودٍ (٢٩) وَظِلٍّ مَّمْدُودٍ
(٣٠) وَمَآءٍ مَّسْكُوبٍ (٣١) وَفَٰكِهَةٍ كَثِيرَةٍ (٣٢) لَّا مَقْطُوعَةٍ وَلَا مَمْنُوعَةٍ
(٣٣) وَفُرُشٍ مَّرْفُوعَةٍ (٣٤) إِنَّآ أَنشَأْنَٰهُنَّ إِنشَآءً (٣٥) فَجَعَلْنَٰهُنَّ أَبْكَارًا

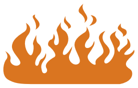
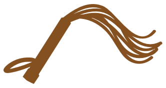
Practice 4.2b

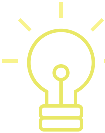
Read the Qurʾānic words below. Then, choose three words, and practice writing them on the dotted line below.

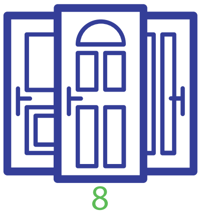
بَارِدٍ	سَمُومٍ	عَٰمِلٍ	بَعْضٍ
ظِلٍّ	سَيِّئَةٍ	بُرُوجٍ	ثُبَاتٍ

Reading 4.2b: Kasra Tanwīn

1. Every إِنْسَانٍ  comes from تُرَابٍ .

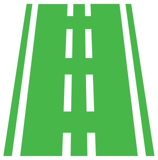
2. Allah will protect us from نَارٍ  and عَذَابٍ .

3. The Ahl al-Bayt's souls are made from نُورٍ مُبَارَكٍ 

4. We can enter Jannah from أَبْوَابٍ ثَمَانِيَةٍ 

.

5. The āyah of تَطْهِيرٍ (33:33) was revealed in the house of عِصْمَةٍ .

6. Allah guides the believers to صِرَاطٍ مُسْتَقِيمٍ .

Reading 4.3a: Ḍammah Tanwīn

صَلَوٰتٌ

وَرَحْمَةٌ

شَاكِرٌ

عَلِيمٌ

إِلَـٰهٌ

وَٰحِدٌ

وِجْهَةٌ

قَدِيرٌ

لَرَءُوفٌ

مُحْسِنٌ

وَلَا خَوْفٌ

فِتْنَةٌ

Practice 4.3a

Read and circle all the letters with ḍammah tanwīn.

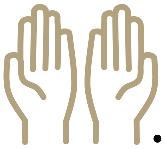
يَوْمَئِذٍ نَّاعِمَةٌ (٨) لِّسَعْيِهَا رَاضِيَةٌ (٩) فِي جَنَّةٍ عَالِيَةٍ (١٠) لَّا تَسْمَعُ
فِيهَا لَٰغِيَةً (١١) فِيهَا عَيْنٌ جَارِيَةٌ (١٢) فِيهَا سُرُرٌ مَّرْفُوعَةٌ (١٣) وَأَكْوَابٌ
مَّوْضُوعَةٌ (١٤) وَنَمَارِقُ مَصْفُوفَةٌ (١٥) وَزَرَابِيُّ مَبْثُوثَةٌ (١٦) أَفَلَا يَنظُرُونَ

Practice 4.3b

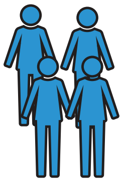
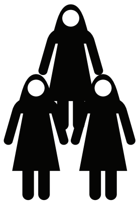
Read the Qurʾānic words below. Then, choose three words, and practice writing them on the dotted line below.

طَعَامٌ	مُذَكِّرٌ	عَامِلَةٌ	لَمَثُوبَةٌ
وُجُوهٌ	خَٰشِعَةٌ	أَلِيمٌ	عَذَابٌ

Reading 4.3b: Ḍammah Tanwīn

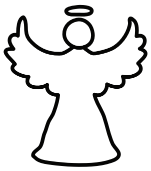
1. Allah is غَفُورٌ رَحِيمٌ .

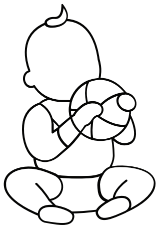
2. Our father is شَيْخٌ كَبِيرٌ .

3. رِجَالٌ  and نِسَاءٌ  were created by Allah.

4. طَعَامٌ لَذِيذٌ

is being prepared by grandma.

5. Angel Jabrāʾīl is رُوحٌ أَمِينٌ  .

6. My brother is a cute طِفْلٌ صَغِيرٌ  .

Review 4a

فِدْيَةٌ
خَيْرًا
مِسْكِينٍ

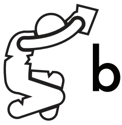
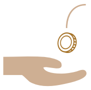
عَلَىٰ سَفَرٍ
كَانَ مَرِيضًا
قَرِيبٌ

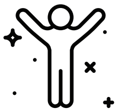
أَوْ إِثْمًا
فَهُوَ خَيْرٌ
إِلَيْهِ بِإِحْسَـٰنٍ

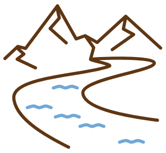
ذَٰلِكَ تَخْفِيفٌ
غَيْرَ بَاغٍ
ثَمَنًا قَلِيلًا

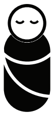
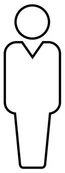
Review 4b

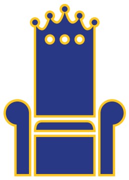
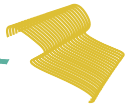
Read the words below and notice the differences in pronunciation and meaning.

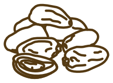
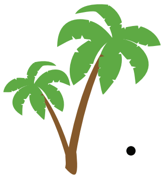
1.We should help the مِسْكِينٍ  by giving صَدَقَةً .

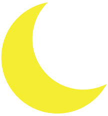
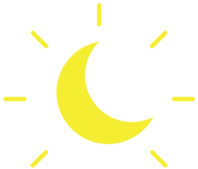
2. The love of the Ahl al-Bayt will take us to نَعِيمٍ 

and أَنْهَارٍ .

3. Prophet ʿĪsā (ʿa) was وَلَدٌ  without an أَبًا .

4. The promise of Allah is سُرُرٌ  and حَرِيرٌ  (Silk) .

5. Ḥaḍrat Maryam ate رُطَبًا  from a نَخْلَةٍ .

6. The قَمَرٌ  tonight is مُنِيرٌ .

Chapter 4 Assessment

Read all the letters in black below.

مُسۡلِمَٰتٍ مُّؤۡمِنَٰتٍ قَٰنِتَٰتٍ تَٰٓئِبَٰتٍ عَٰبِدَٰتٍ سَٰٓئِحَٰتٍ ثَيِّبَٰتٍ
وَأَبۡكَارًا ٥ يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا۟ قُوٓا۟ أَنفُسَكُمۡ وَأَهۡلِيكُمۡ نَارًا
وَقُودُهَا ٱلنَّاسُ وَٱلۡحِجَارَةُ عَلَيۡهَا مَلَٰٓئِكَةٌ غِلَاظٌ شِدَادٌ

Read these Qurʾānic words.

خَيۡرًا	غَفُورٌ	عَيۡنٍ	حَدِيثًا
حَمِئَةٍ	ظَهِيرٌ	أَزۡوَٰجًا	شَيۡءٍ

Review of Shaddah

ّ

Meet my friend shaddah. It looks like a "w" It actually doubles the sound of a letter every time it comes on top of it. Let's practice:

رَ + بْ + بَ = رَبَّ

رَ + بْ + بِ = رَبِّ

رَ + بْ + بُ = رَبُّ

Reading 5a: Shaddah

Practice reading the same words with and without shaddah. How do they sound different?

جَنَةٍ	جَنَّةٍ
فِضَةً	فِضَّةً
مَسَنَا	مَسَّنَا
حَاجَهُ	حَاجَّهُ
صَدَق	صَدَّق
جَهَنَمُ	جَهَنَّمُ

Reading 5b: Shaddah

رَبُّكَ

نُسَبِّحُ

وَنُقَدِّسُ

فَأَزَلَّهُمَا

عَدُوٌّ

لَعَلَّكُمْ

مُسْتَقَرٌّ

ءَامَنَّا

رَبِّكُمْ

أَمَانِىَّ

تَمَسَّنَا

أَيَّامًا

Practice 5a

Read and circle all the letters that have a shaddah.

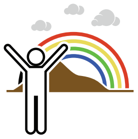
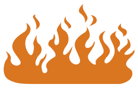
إِيَّاهُ فَلَمَّا تَبَيَّنَ لَهُۥٓ أَنَّهُۥ عَدُوٌّ لِّلَّهِ تَبَرَّأَ مِنْهُ ۚ إِنَّ إِبْرَٰهِيمَ
لَأَوَّٰهٌ حَلِيمٌ (١١٤) وَمَا كَانَ ٱللَّهُ لِيُضِلَّ قَوْمًۢا بَعْدَ إِذْ
هَدَىٰهُمْ حَتَّىٰ يُبَيِّنَ لَهُم مَّا يَتَّقُونَ ۚ إِنَّ ٱللَّهَ بِكُلِّ شَىْءٍ

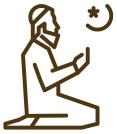
Practice 5b

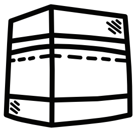
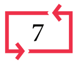
Read the Qurʾānic words below. Then, choose three words, and practice writing them on the dotted line below.

ثُمَّ	بَشِّرِ	بَيِّنَٰتُ	تَصُدُّونَ
أَنَّهُمْ	لِلنَّبِىِّ	حَرَّمَ	أَوَّلَ

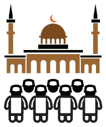
Reading 5c: Shaddah

1. On the Day of Judgment, we will go to جَنَّةٍ 
or جَهَنَّمَ .

2. "O رَبِّي  please help me always say the حَقَّ" ✓.

3. During حَجِّ  we do ṭawāf seven مَرَّاتٍ .

4. Who was the أَوَّلُ person to build the Kaʿbah in

مَكَّةَ  ?

5. أُحِبُّ ♡ Allah. He is my رَبُّ and my Creator.

Review 6: Madd ٓ

ٓ

Salamun ʿalaykum! Remember our friend the madd sign?
Whenever you see a madd (ٓ) on top of a long vowel, you should stretch it for 4 ḥarakāt.
Let's practice:

Khaaaa خَآ = ٓ + خَا

Naaaa نَآ = ٓ + نَ

Zeeee زِىٓ = ٓ + زِى

Joooo جُوٓ = ٓ + جُو

Forms of Madd

Madd ul-Aṣlī or Madd at-Tabiʿī (The Original Madd) occurs when:

1. An alif (ا) comes after a letter with a fatḥah.
2. Yā sākin comes after a word with a kasra.
3. Waw sākin comes after a word with a ḍammah.

Madd ul-Aṣlī is always stretched to a measure of 2 ḥarakāt.

Examples:

تَ + ا = تَا

قِ + ى = قِى

جُ + و = جُو

Whenever you see a madd sign (ٓ) on top of these vowels or on top of the "baby vowels"(ے ا و), you must stretch out the madd to a measure of 4 ḥarakāt.

Examples:

Joooo جُ + و + ٓ = جُوٓ

Khaaaa خَ + ا + ٓ = خٰٓ

Ziiii زِ + ے + ٓ = زِےٓ

Reading 6a

Trace the words below. Then, practice reading them.

جُ	جُو	جُۥٓ
سَ	سَا	سَآ
مِ	مِى	مِۦٓ
بُ	بُو	بُوٓ
لَ	لَٰ	لَٰٓ
إِ	إِى	إِىٓ
قِ	قِى	قِۦٓ
كُ	كُو	كُۥٓ

Reading 6b

بِـَٔايَـٰتِنَآ

وَلَدِهِۦ

عِندَهُۥٓ

وَالِدِهِۦ

بَعْدِهِۦ

أَتَىٰ

أَهْلِهِۦ

أَنشَرَهُۥٓ

طَعَامِهِۦ

يَجْرِى

إِلَىٰٓ

ءَايَـٰتِهِۦ

Worksheet 6.1

Read the words and check the column that applies for each one.

Madd ul-Aṣlī 2 ḥarakāt	Madd 4 ḥarakāt	Word
		أَوۡلِيَآؤُكُمۡ
		رَبُّنَا
		وَفِي
		فِيهَا
		شَكۡلِهِۦٓ
		قَدَّمۡتُمُوهُ
		كِتَٰبَهُۥ
		يَٰٓأَيُّهَا

Practice 6.1

Practice reading the words using the rules learned in this lesson.

حَدِيْثٌ عَجِيْبُ هَاوِيَةٌ شَدِيْدٌ

مَالِيْ قُولِيْ شَافِيْ جَمِيْعًا

قَلْبِيْ تَشْكُرُونَ اُوْتِيْ زُوْرَا

نُوْرِيْ رَؤُوْفًا بَالِغُوْ مِيْقَاتًا

تُوْرُوْنَ يَسُوْمُوْنَ يَقُوْلُوْنَ مُسْلِمِيْنَ

مَوْقُوْفُوْنَ صَابِئُوْنَ مُشْرِكِيْنَ مُحْسِنِيْنَ

نَسْتَعِيْنُ مُفْسِدِيْنَ هَادُوْنَ حَافِظُوْنَ

يَكْتُبُوْنَ حَافِظُوْنَ تَعْمَلُوْنَ يَفْعَلُوْنَ

مُسْلِمُوْنَ مَبْعُوْثٌ مَشْهُوْدٍ مَجْنُوْنٍ

يَنْظُرُوْنَ مَرْفُوْعَةٍ سَيَعْلَمُوْنَ يَسْتَوْفُوْنَ

QURʾĀN READING

Read, in the name of the Lord who created! (96:1)

Learn to read and become fluent in reciting the Qurʾān.

Sūrah ar-Rūm (30)

سُورَةُ الرُّومِ

بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ

الٓمٓ ① غُلِبَتِ ٱلرُّومُ ② فِيٓ أَدۡنَى ٱلۡأَرۡضِ وَهُم مِّنۢ
بَعۡدِ غَلَبِهِمۡ سَيَغۡلِبُونَ ③ فِي بِضۡعِ سِنِينَۗ لِلَّهِ ٱلۡأَمۡرُ
مِن قَبۡلُ وَمِنۢ بَعۡدُۚ وَيَوۡمَئِذٖ يَفۡرَحُ ٱلۡمُؤۡمِنُونَ ④
بِنَصۡرِ ٱللَّهِۚ يَنصُرُ مَن يَشَآءُۖ وَهُوَ ٱلۡعَزِيزُ ٱلرَّحِيمُ ⑤
وَعۡدَ ٱللَّهِۖ لَا يُخۡلِفُ ٱللَّهُ وَعۡدَهُۥ وَلَٰكِنَّ أَكۡثَرَ ٱلنَّاسِ لَا يَعۡلَمُونَ
⑥ يَعۡلَمُونَ ظَٰهِرٗا مِّنَ ٱلۡحَيَوٰةِ ٱلدُّنۡيَا وَهُمۡ عَنِ ٱلۡأٓخِرَةِ هُمۡ
غَٰفِلُونَ ⑦ أَوَلَمۡ يَتَفَكَّرُواْ فِيٓ أَنفُسِهِمۗ مَّا خَلَقَ ٱللَّهُ ٱلسَّمَٰوَٰتِ
وَٱلۡأَرۡضَ وَمَا بَيۡنَهُمَآ إِلَّا بِٱلۡحَقِّ وَأَجَلٖ مُّسَمّٗىۗ وَإِنَّ كَثِيرٗا
مِّنَ ٱلنَّاسِ بِلِقَآيِٕ رَبِّهِمۡ لَكَٰفِرُونَ ⑧ أَوَلَمۡ يَسِيرُواْ فِي

Sūrah ar-Rūm (con't)

ٱلْأَرْضِ فَيَنظُرُوا۟ كَيْفَ كَانَ عَـٰقِبَةُ ٱلَّذِينَ مِن قَبْلِهِمْ ۚ كَانُوٓا۟
أَشَدَّ مِنْهُمْ قُوَّةً وَأَثَارُوا۟ ٱلْأَرْضَ وَعَمَرُوهَآ أَكْثَرَ مِمَّا
عَمَرُوهَا وَجَآءَتْهُمْ رُسُلُهُم بِٱلْبَيِّنَـٰتِ ۖ فَمَا كَانَ ٱللَّهُ
لِيَظْلِمَهُمْ وَلَـٰكِن كَانُوٓا۟ أَنفُسَهُمْ يَظْلِمُونَ ⑨ ثُمَّ كَانَ
عَـٰقِبَةَ ٱلَّذِينَ أَسَـٰٓـُٔوا۟ ٱلسُّوٓأَىٰٓ أَن كَذَّبُوا۟ بِـَٔايَـٰتِ ٱللَّهِ وَكَانُوا۟
بِهَا يَسْتَهْزِءُونَ ⑩ ٱللَّهُ يَبْدَؤُا۟ ٱلْخَلْقَ ثُمَّ يُعِيدُهُۥ ثُمَّ إِلَيْهِ تُرْجَعُونَ
⑪ وَيَوْمَ تَقُومُ ٱلسَّاعَةُ يُبْلِسُ ٱلْمُجْرِمُونَ ⑫ وَلَمْ يَكُن لَّهُم مِّن
شُرَكَآئِهِمْ شُفَعَـٰٓؤُا۟ وَكَانُوا۟ بِشُرَكَآئِهِمْ كَـٰفِرِينَ
⑬ وَيَوْمَ تَقُومُ ٱلسَّاعَةُ يَوْمَئِذٍ يَتَفَرَّقُونَ ⑭ فَأَمَّا ٱلَّذِينَ
ءَامَنُوا۟ وَعَمِلُوا۟ ٱلصَّـٰلِحَـٰتِ فَهُمْ فِى رَوْضَةٍ يُحْبَرُونَ ⑮

Sūrah ar-Rūm (con't)

وَأَمَّا ٱلَّذِينَ كَفَرُوا۟ وَكَذَّبُوا۟ بِـَٔايَـٰتِنَا وَلِقَآئِ ٱلْـَٔاخِرَةِ
فَأُو۟لَـٰٓئِكَ فِى ٱلْعَذَابِ مُحْضَرُونَ (١٦) فَسُبْحَـٰنَ ٱللَّهِ حِينَ تُمْسُونَ
وَحِينَ تُصْبِحُونَ (١٧) وَلَهُ ٱلْحَمْدُ فِى ٱلسَّمَـٰوَٰتِ وَٱلْأَرْضِ
وَعَشِيًّا وَحِينَ تُظْهِرُونَ (١٨) يُخْرِجُ ٱلْحَىَّ مِنَ ٱلْمَيِّتِ وَيُخْرِجُ
ٱلْمَيِّتَ مِنَ ٱلْحَىِّ وَيُحْىِ ٱلْأَرْضَ بَعْدَ مَوْتِهَا ۚ وَكَذَٰلِكَ تُخْرَجُونَ
(١٩) وَمِنْ ءَايَـٰتِهِۦٓ أَنْ خَلَقَكُم مِّن تُرَابٍ ثُمَّ إِذَآ أَنتُم بَشَرٌ
تَنتَشِرُونَ (٢٠) وَمِنْ ءَايَـٰتِهِۦٓ أَنْ خَلَقَ لَكُم مِّنْ أَنفُسِكُمْ
أَزْوَٰجًا لِّتَسْكُنُوٓا۟ إِلَيْهَا وَجَعَلَ بَيْنَكُم مَّوَدَّةً وَرَحْمَةً ۚ
إِنَّ فِى ذَٰلِكَ لَـَٔايَـٰتٍ لِّقَوْمٍ يَتَفَكَّرُونَ (٢١) وَمِنْ ءَايَـٰتِهِۦ
خَلْقُ ٱلسَّمَـٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَـٰفُ أَلْسِنَتِكُمْ وَأَلْوَٰنِكُمْ ۚ
إِنَّ فِى ذَٰلِكَ لَـَٔايَـٰتٍ لِّلْعَـٰلِمِينَ (٢٢) وَمِنْ ءَايَـٰتِهِۦ مَنَامُكُم
بِٱلَّيْلِ وَٱلنَّهَارِ وَٱبْتِغَآؤُكُم مِّن فَضْلِهِۦٓ ۚ إِنَّ فِى ذَٰلِكَ
لَـَٔايَـٰتٍ لِّقَوْمٍ يَسْمَعُونَ (٢٣) وَمِنْ ءَايَـٰتِهِۦ يُرِيكُمُ ٱلْبَرْقَ
خَوْفًا وَطَمَعًا وَيُنَزِّلُ مِنَ ٱلسَّمَآءِ مَآءً فَيُحْىِۦ بِهِ ٱلْأَرْضَ
بَعْدَ مَوْتِهَآ ۚ إِنَّ فِى ذَٰلِكَ لَـَٔايَـٰتٍ لِّقَوْمٍ يَعْقِلُونَ (٢٤)

Sūrah ar-Rūm (con't)

وَمِنْ ءَايَـٰتِهِۦٓ أَن تَقُومَ ٱلسَّمَآءُ وَٱلْأَرْضُ بِأَمْرِهِۦ ۚ ثُمَّ إِذَا دَعَاكُمْ
دَعْوَةً مِّنَ ٱلْأَرْضِ إِذَآ أَنتُمْ تَخْرُجُونَ (٢٥) وَلَهُۥ مَن فِى ٱلسَّمَـٰوَٰتِ
وَٱلْأَرْضِ ۖ كُلٌّ لَّهُۥ قَـٰنِتُونَ (٢٦) وَهُوَ ٱلَّذِى يَبْدَؤُا۟ ٱلْخَلْقَ ثُمَّ
يُعِيدُهُۥ وَهُوَ أَهْوَنُ عَلَيْهِ ۚ وَلَهُ ٱلْمَثَلُ ٱلْأَعْلَىٰ فِى ٱلسَّمَـٰوَٰتِ
وَٱلْأَرْضِ ۚ وَهُوَ ٱلْعَزِيزُ ٱلْحَكِيمُ (٢٧) ضَرَبَ لَكُم مَّثَلًا
مِّنْ أَنفُسِكُمْ ۖ هَل لَّكُم مِّن مَّا مَلَكَتْ أَيْمَـٰنُكُم مِّن
شُرَكَآءَ فِى مَا رَزَقْنَـٰكُمْ فَأَنتُمْ فِيهِ سَوَآءٌ تَخَافُونَهُمْ
كَخِيفَتِكُمْ أَنفُسَكُمْ ۚ كَذَٰلِكَ نُفَصِّلُ ٱلْـَٔايَـٰتِ لِقَوْمٍ
يَعْقِلُونَ (٢٨) بَلِ ٱتَّبَعَ ٱلَّذِينَ ظَلَمُوٓا۟ أَهْوَآءَهُم بِغَيْرِ عِلْمٍ ۖ
فَمَن يَهْدِى مَنْ أَضَلَّ ٱللَّهُ ۖ وَمَا لَهُم مِّن نَّـٰصِرِينَ (٢٩) فَأَقِمْ
وَجْهَكَ لِلدِّينِ حَنِيفًا ۚ فِطْرَتَ ٱللَّهِ ٱلَّتِى فَطَرَ ٱلنَّاسَ عَلَيْهَا ۚ
لَا تَبْدِيلَ لِخَلْقِ ٱللَّهِ ۚ ذَٰلِكَ ٱلدِّينُ ٱلْقَيِّمُ وَلَـٰكِنَّ أَكْثَرَ
ٱلنَّاسِ لَا يَعْلَمُونَ (٣٠) ۞ مُنِيبِينَ إِلَيْهِ وَٱتَّقُوهُ وَأَقِيمُوا۟
ٱلصَّلَوٰةَ وَلَا تَكُونُوا۟ مِنَ ٱلْمُشْرِكِينَ (٣١) مِنَ ٱلَّذِينَ فَرَّقُوا۟
دِينَهُمْ وَكَانُوا۟ شِيَعًا ۖ كُلُّ حِزْبٍۭ بِمَا لَدَيْهِمْ فَرِحُونَ (٣٢)

Sūrah ar-Rūm (con't)

وَإِذَا مَسَّ ٱلنَّاسَ ضُرٌّ دَعَوْا۟ رَبَّهُم مُّنِيبِينَ إِلَيْهِ ثُمَّ إِذَآ أَذَاقَهُم
مِّنْهُ رَحْمَةً إِذَا فَرِيقٌ مِّنْهُم بِرَبِّهِمْ يُشْرِكُونَ ٣٣ لِيَكْفُرُوا۟ بِمَآ
ءَاتَيْنَٰهُمْ ۚ فَتَمَتَّعُوا۟ فَسَوْفَ تَعْلَمُونَ ٣٤ أَمْ أَنزَلْنَا عَلَيْهِمْ
سُلْطَٰنًا فَهُوَ يَتَكَلَّمُ بِمَا كَانُوا۟ بِهِۦ يُشْرِكُونَ ٣٥ وَإِذَآ أَذَقْنَا
ٱلنَّاسَ رَحْمَةً فَرِحُوا۟ بِهَا ۖ وَإِن تُصِبْهُمْ سَيِّئَةٌۢ بِمَا قَدَّمَتْ أَيْدِيهِمْ
إِذَا هُمْ يَقْنَطُونَ ٣٦ أَوَلَمْ يَرَوْا۟ أَنَّ ٱللَّهَ يَبْسُطُ ٱلرِّزْقَ لِمَن يَشَآءُ
وَيَقْدِرُ ۚ إِنَّ فِى ذَٰلِكَ لَءَايَٰتٍ لِّقَوْمٍ يُؤْمِنُونَ ٣٧ فَـَٔاتِ ذَا ٱلْقُرْبَىٰ
حَقَّهُۥ وَٱلْمِسْكِينَ وَٱبْنَ ٱلسَّبِيلِ ۚ ذَٰلِكَ خَيْرٌ لِّلَّذِينَ يُرِيدُونَ
وَجْهَ ٱللَّهِ ۖ وَأُو۟لَٰٓئِكَ هُمُ ٱلْمُفْلِحُونَ ٣٨ وَمَآ ءَاتَيْتُم مِّن رِّبًا
لِّيَرْبُوَا۟ فِىٓ أَمْوَٰلِ ٱلنَّاسِ فَلَا يَرْبُوا۟ عِندَ ٱللَّهِ ۖ وَمَآ ءَاتَيْتُم مِّن
زَكَوٰةٍ تُرِيدُونَ وَجْهَ ٱللَّهِ فَأُو۟لَٰٓئِكَ هُمُ ٱلْمُضْعِفُونَ ٣٩
ٱللَّهُ ٱلَّذِى خَلَقَكُمْ ثُمَّ رَزَقَكُمْ ثُمَّ يُمِيتُكُمْ ثُمَّ يُحْيِيكُمْ ۖ هَلْ مِن
شُرَكَآئِكُم مَّن يَفْعَلُ مِن ذَٰلِكُم مِّن شَىْءٍ ۚ سُبْحَٰنَهُۥ وَتَعَٰلَىٰ
عَمَّا يُشْرِكُونَ ٤٠ ظَهَرَ ٱلْفَسَادُ فِى ٱلْبَرِّ وَٱلْبَحْرِ بِمَا كَسَبَتْ
أَيْدِى ٱلنَّاسِ لِيُذِيقَهُم بَعْضَ ٱلَّذِى عَمِلُوا۟ لَعَلَّهُمْ يَرْجِعُونَ ٤١

Sūrah ar-Rūm (con't)

قُلْ سِيرُوا۟ فِى ٱلْأَرْضِ فَٱنظُرُوا۟ كَيْفَ كَانَ عَـٰقِبَةُ ٱلَّذِينَ مِن قَبْلُ ۚ
كَانَ أَكْثَرُهُم مُّشْرِكِينَ (٤٢) فَأَقِمْ وَجْهَكَ لِلدِّينِ ٱلْقَيِّمِ مِن
قَبْلِ أَن يَأْتِىَ يَوْمٌ لَّا مَرَدَّ لَهُۥ مِنَ ٱللَّهِ ۖ يَوْمَئِذٍ يَصَّدَّعُونَ (٤٣) مَن
كَفَرَ فَعَلَيْهِ كُفْرُهُۥ ۖ وَمَنْ عَمِلَ صَـٰلِحًا فَلِأَنفُسِهِمْ يَمْهَدُونَ (٤٤)
لِيَجْزِىَ ٱلَّذِينَ ءَامَنُوا۟ وَعَمِلُوا۟ ٱلصَّـٰلِحَـٰتِ مِن فَضْلِهِۦٓ ۚ إِنَّهُۥ لَا يُحِبُّ
ٱلْكَـٰفِرِينَ (٤٥) وَمِنْ ءَايَـٰتِهِۦٓ أَن يُرْسِلَ ٱلرِّيَاحَ مُبَشِّرَٰتٍ وَلِيُذِيقَكُم
مِّن رَّحْمَتِهِۦ وَلِتَجْرِىَ ٱلْفُلْكُ بِأَمْرِهِۦ وَلِتَبْتَغُوا۟ مِن فَضْلِهِۦ وَلَعَلَّكُمْ
تَشْكُرُونَ (٤٦) وَلَقَدْ أَرْسَلْنَا مِن قَبْلِكَ رُسُلًا إِلَىٰ قَوْمِهِمْ فَجَآءُوهُم
بِٱلْبَيِّنَـٰتِ فَٱنتَقَمْنَا مِنَ ٱلَّذِينَ أَجْرَمُوا۟ ۖ وَكَانَ حَقًّا عَلَيْنَا نَصْرُ
ٱلْمُؤْمِنِينَ (٤٧) ٱللَّهُ ٱلَّذِى يُرْسِلُ ٱلرِّيَـٰحَ فَتُثِيرُ سَحَابًا فَيَبْسُطُهُۥ
فِى ٱلسَّمَآءِ كَيْفَ يَشَآءُ وَيَجْعَلُهُۥ كِسَفًا فَتَرَى ٱلْوَدْقَ يَخْرُجُ مِنْ
خِلَـٰلِهِۦ ۖ فَإِذَآ أَصَابَ بِهِۦ مَن يَشَآءُ مِنْ عِبَادِهِۦٓ إِذَا هُمْ يَسْتَبْشِرُونَ
(٤٨) وَإِن كَانُوا۟ مِن قَبْلِ أَن يُنَزَّلَ عَلَيْهِم مِّن قَبْلِهِۦ لَمُبْلِسِينَ
(٤٩) فَٱنظُرْ إِلَىٰٓ ءَاثَـٰرِ رَحْمَتِ ٱللَّهِ كَيْفَ يُحْىِ ٱلْأَرْضَ بَعْدَ مَوْتِهَآ ۚ
إِنَّ ذَٰلِكَ لَمُحْىِ ٱلْمَوْتَىٰ ۖ وَهُوَ عَلَىٰ كُلِّ شَىْءٍ قَدِيرٌ (٥٠)

Sūrah ar-Rūm (con't)

وَلَئِنْ أَرْسَلْنَا رِيحًا فَرَأَوْهُ مُصْفَرًّا لَّظَلُّوا۟ مِنۢ بَعْدِهِۦ يَكْفُرُونَ
(٥١) فَإِنَّكَ لَا تُسْمِعُ ٱلْمَوْتَىٰ وَلَا تُسْمِعُ ٱلصُّمَّ ٱلدُّعَآءَ إِذَا وَلَّوْا۟
مُدْبِرِينَ (٥٢) وَمَآ أَنتَ بِهَٰدِ ٱلْعُمْىِ عَن ضَلَٰلَتِهِمْ ۖ إِن تُسْمِعُ إِلَّا
مَن يُؤْمِنُ بِـَٔايَٰتِنَا فَهُم مُّسْلِمُونَ (٥٣) ۞ ٱللَّهُ ٱلَّذِى خَلَقَكُم
مِّن ضَعْفٍ ثُمَّ جَعَلَ مِنۢ بَعْدِ ضَعْفٍ قُوَّةً ثُمَّ جَعَلَ مِنۢ بَعْدِ
قُوَّةٍ ضَعْفًا وَشَيْبَةً ۚ يَخْلُقُ مَا يَشَآءُ ۖ وَهُوَ ٱلْعَلِيمُ ٱلْقَدِيرُ
(٥٤) وَيَوْمَ تَقُومُ ٱلسَّاعَةُ يُقْسِمُ ٱلْمُجْرِمُونَ مَا لَبِثُوا۟ غَيْرَ
سَاعَةٍ ۚ كَذَٰلِكَ كَانُوا۟ يُؤْفَكُونَ (٥٥) وَقَالَ ٱلَّذِينَ أُوتُوا۟
ٱلْعِلْمَ وَٱلْإِيمَٰنَ لَقَدْ لَبِثْتُمْ فِى كِتَٰبِ ٱللَّهِ إِلَىٰ يَوْمِ ٱلْبَعْثِ ۖ
فَهَٰذَا يَوْمُ ٱلْبَعْثِ وَلَٰكِنَّكُمْ كُنتُمْ لَا تَعْلَمُونَ (٥٦) فَيَوْمَئِذٍ
لَّا يَنفَعُ ٱلَّذِينَ ظَلَمُوا۟ مَعْذِرَتُهُمْ وَلَا هُمْ يُسْتَعْتَبُونَ
(٥٧) وَلَقَدْ ضَرَبْنَا لِلنَّاسِ فِى هَٰذَا ٱلْقُرْءَانِ مِن كُلِّ مَثَلٍ ۚ
وَلَئِن جِئْتَهُم بِـَٔايَةٍ لَّيَقُولَنَّ ٱلَّذِينَ كَفَرُوٓا۟ إِنْ أَنتُمْ إِلَّا
مُبْطِلُونَ (٥٨) كَذَٰلِكَ يَطْبَعُ ٱللَّهُ عَلَىٰ قُلُوبِ ٱلَّذِينَ لَا يَعْلَمُونَ
(٥٩) فَٱصْبِرْ إِنَّ وَعْدَ ٱللَّهِ حَقٌّ ۖ وَلَا يَسْتَخِفَّنَّكَ ٱلَّذِينَ لَا يُوقِنُونَ (٦٠)

Sūrah Luqmān (31)

سُورَةُ لُقۡمَانَ

بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ

الٓمٓ ① تِلۡكَ ءَايَٰتُ ٱلۡكِتَٰبِ ٱلۡحَكِيمِ ② هُدٗى وَرَحۡمَةٗ
لِّلۡمُحۡسِنِينَ ③ ٱلَّذِينَ يُقِيمُونَ ٱلصَّلَوٰةَ وَيُؤۡتُونَ ٱلزَّكَوٰةَ وَهُم
بِٱلۡأٓخِرَةِ هُمۡ يُوقِنُونَ ④ أُوْلَٰٓئِكَ عَلَىٰ هُدٗى مِّن رَّبِّهِمۡۖ وَأُوْلَٰٓئِكَ
هُمُ ٱلۡمُفۡلِحُونَ ⑤ وَمِنَ ٱلنَّاسِ مَن يَشۡتَرِي لَهۡوَ ٱلۡحَدِيثِ
لِيُضِلَّ عَن سَبِيلِ ٱللَّهِ بِغَيۡرِ عِلۡمٖ وَيَتَّخِذَهَا هُزُوًاۚ أُوْلَٰٓئِكَ لَهُمۡ
عَذَابٞ مُّهِينٞ ⑥ وَإِذَا تُتۡلَىٰ عَلَيۡهِ ءَايَٰتُنَا وَلَّىٰ مُسۡتَكۡبِرٗا
كَأَن لَّمۡ يَسۡمَعۡهَا كَأَنَّ فِيٓ أُذُنَيۡهِ وَقۡرٗاۖ فَبَشِّرۡهُ بِعَذَابٍ أَلِيمٍ ⑦
إِنَّ ٱلَّذِينَ ءَامَنُواْ وَعَمِلُواْ ٱلصَّٰلِحَٰتِ لَهُمۡ جَنَّٰتُ ٱلنَّعِيمِ ⑧
خَٰلِدِينَ فِيهَاۖ وَعۡدَ ٱللَّهِ حَقّٗاۚ وَهُوَ ٱلۡعَزِيزُ ٱلۡحَكِيمُ ⑨ خَلَقَ
ٱلسَّمَٰوَٰتِ بِغَيۡرِ عَمَدٖ تَرَوۡنَهَاۖ وَأَلۡقَىٰ فِي ٱلۡأَرۡضِ رَوَٰسِيَ أَن تَمِيدَ
بِكُمۡ وَبَثَّ فِيهَا مِن كُلِّ دَآبَّةٖۚ وَأَنزَلۡنَا مِنَ ٱلسَّمَآءِ مَآءٗ فَأَنۢبَتۡنَا
فِيهَا مِن كُلِّ زَوۡجٖ كَرِيمٍ ⑩ هَٰذَا خَلۡقُ ٱللَّهِ فَأَرُونِي مَاذَا
خَلَقَ ٱلَّذِينَ مِن دُونِهِۦۚ بَلِ ٱلظَّٰلِمُونَ فِي ضَلَٰلٖ مُّبِينٖ ⑪

Sūrah Luqmān (con't)

وَلَقَدۡ ءَاتَيۡنَا لُقۡمَٰنَ ٱلۡحِكۡمَةَ أَنِ ٱشۡكُرۡ لِلَّهِۚ وَمَن يَشۡكُرۡ فَإِنَّمَا
يَشۡكُرُ لِنَفۡسِهِۦۖ وَمَن كَفَرَ فَإِنَّ ٱللَّهَ غَنِيٌّ حَمِيدٞ (١٢) وَإِذۡ قَالَ
لُقۡمَٰنُ لِٱبۡنِهِۦ وَهُوَ يَعِظُهُۥ يَٰبُنَيَّ لَا تُشۡرِكۡ بِٱللَّهِۖ إِنَّ ٱلشِّرۡكَ
لَظُلۡمٌ عَظِيمٞ (١٣) وَوَصَّيۡنَا ٱلۡإِنسَٰنَ بِوَٰلِدَيۡهِ حَمَلَتۡهُ أُمُّهُۥ
وَهۡنًا عَلَىٰ وَهۡنٖ وَفِصَٰلُهُۥ فِي عَامَيۡنِ أَنِ ٱشۡكُرۡ لِي وَلِوَٰلِدَيۡكَ
إِلَيَّ ٱلۡمَصِيرُ (١٤) وَإِن جَٰهَدَاكَ عَلَىٰٓ أَن تُشۡرِكَ بِي مَا لَيۡسَ
لَكَ بِهِۦ عِلۡمٞ فَلَا تُطِعۡهُمَاۖ وَصَاحِبۡهُمَا فِي ٱلدُّنۡيَا مَعۡرُوفٗاۖ
وَٱتَّبِعۡ سَبِيلَ مَنۡ أَنَابَ إِلَيَّۚ ثُمَّ إِلَيَّ مَرۡجِعُكُمۡ فَأُنَبِّئُكُم
بِمَا كُنتُمۡ تَعۡمَلُونَ (١٥) يَٰبُنَيَّ إِنَّهَآ إِن تَكُ مِثۡقَالَ حَبَّةٖ مِّنۡ
خَرۡدَلٖ فَتَكُن فِي صَخۡرَةٍ أَوۡ فِي ٱلسَّمَٰوَٰتِ أَوۡ فِي ٱلۡأَرۡضِ يَأۡتِ
بِهَا ٱللَّهُۚ إِنَّ ٱللَّهَ لَطِيفٌ خَبِيرٞ (١٦) يَٰبُنَيَّ أَقِمِ ٱلصَّلَوٰةَ وَأۡمُرۡ
بِٱلۡمَعۡرُوفِ وَٱنۡهَ عَنِ ٱلۡمُنكَرِ وَٱصۡبِرۡ عَلَىٰ مَآ أَصَابَكَۖ إِنَّ ذَٰلِكَ
مِنۡ عَزۡمِ ٱلۡأُمُورِ (١٧) وَلَا تُصَعِّرۡ خَدَّكَ لِلنَّاسِ وَلَا تَمۡشِ فِي ٱلۡأَرۡضِ
مَرَحًاۖ إِنَّ ٱللَّهَ لَا يُحِبُّ كُلَّ مُخۡتَالٖ فَخُورٖ (١٨) وَٱقۡصِدۡ فِي مَشۡيِكَ
وَٱغۡضُضۡ مِن صَوۡتِكَۚ إِنَّ أَنكَرَ ٱلۡأَصۡوَٰتِ لَصَوۡتُ ٱلۡحَمِيرِ (١٩)

Sūrah Luqmān (con't)

أَلَمۡ تَرَوۡاْ أَنَّ ٱللَّهَ سَخَّرَ لَكُم مَّا فِي ٱلسَّمَٰوَٰتِ وَمَا فِي ٱلۡأَرۡضِ وَأَسۡبَغَ
عَلَيۡكُمۡ نِعَمَهُۥ ظَٰهِرَةٗ وَبَاطِنَةٗۗ وَمِنَ ٱلنَّاسِ مَن يُجَٰدِلُ فِي ٱللَّهِ
بِغَيۡرِ عِلۡمٖ وَلَا هُدٗى وَلَا كِتَٰبٖ مُّنِيرٖ (٢٠) وَإِذَا قِيلَ لَهُمُ ٱتَّبِعُواْ
مَآ أَنزَلَ ٱللَّهُ قَالُواْ بَلۡ نَتَّبِعُ مَا وَجَدۡنَا عَلَيۡهِ ءَابَآءَنَآۚ أَوَلَوۡ كَانَ
ٱلشَّيۡطَٰنُ يَدۡعُوهُمۡ إِلَىٰ عَذَابِ ٱلسَّعِيرِ (٢١) ۞ وَمَن يُسۡلِمۡ
وَجۡهَهُۥٓ إِلَى ٱللَّهِ وَهُوَ مُحۡسِنٞ فَقَدِ ٱسۡتَمۡسَكَ بِٱلۡعُرۡوَةِ ٱلۡوُثۡقَىٰۗ
وَإِلَى ٱللَّهِ عَٰقِبَةُ ٱلۡأُمُورِ (٢٢) وَمَن كَفَرَ فَلَا يَحۡزُنكَ كُفۡرُهُۥٓۚ
إِلَيۡنَا مَرۡجِعُهُمۡ فَنُنَبِّئُهُم بِمَا عَمِلُوٓاْۚ إِنَّ ٱللَّهَ عَلِيمُۢ بِذَاتِ ٱلصُّدُورِ
(٢٣) نُمَتِّعُهُمۡ قَلِيلٗا ثُمَّ نَضۡطَرُّهُمۡ إِلَىٰ عَذَابٍ غَلِيظٖ (٢٤)
وَلَئِن سَأَلۡتَهُم مَّنۡ خَلَقَ ٱلسَّمَٰوَٰتِ وَٱلۡأَرۡضَ لَيَقُولُنَّ ٱللَّهُۚ قُلِ
ٱلۡحَمۡدُ لِلَّهِۚ بَلۡ أَكۡثَرُهُمۡ لَا يَعۡلَمُونَ (٢٥) لِلَّهِ مَا فِي ٱلسَّمَٰوَٰتِ
وَٱلۡأَرۡضِۚ إِنَّ ٱللَّهَ هُوَ ٱلۡغَنِيُّ ٱلۡحَمِيدُ (٢٦) وَلَوۡ أَنَّمَا فِي ٱلۡأَرۡضِ
مِن شَجَرَةٍ أَقۡلَٰمٞ وَٱلۡبَحۡرُ يَمُدُّهُۥ مِنۢ بَعۡدِهِۦ سَبۡعَةُ أَبۡحُرٖ
مَّا نَفِدَتۡ كَلِمَٰتُ ٱللَّهِۚ إِنَّ ٱللَّهَ عَزِيزٌ حَكِيمٞ (٢٧) مَّا خَلۡقُكُمۡ
وَلَا بَعۡثُكُمۡ إِلَّا كَنَفۡسٖ وَٰحِدَةٍۚ إِنَّ ٱللَّهَ سَمِيعُۢ بَصِيرٌ (٢٨)

Sūrah Luqmān (con't)

أَلَمْ تَرَ أَنَّ ٱللَّهَ يُولِجُ ٱلَّيْلَ فِى ٱلنَّهَارِ وَيُولِجُ ٱلنَّهَارَ فِى ٱلَّيْلِ
وَسَخَّرَ ٱلشَّمْسَ وَٱلْقَمَرَ ۖ كُلٌّ يَجْرِىٓ إِلَىٰٓ أَجَلٍ مُّسَمًّى وَأَنَّ ٱللَّهَ
بِمَا تَعْمَلُونَ خَبِيرٌ ٢٩ ذَٰلِكَ بِأَنَّ ٱللَّهَ هُوَ ٱلْحَقُّ وَأَنَّ مَا يَدْعُونَ
مِن دُونِهِ ٱلْبَٰطِلُ وَأَنَّ ٱللَّهَ هُوَ ٱلْعَلِىُّ ٱلْكَبِيرُ ٣٠ أَلَمْ تَرَ أَنَّ
ٱلْفُلْكَ تَجْرِى فِى ٱلْبَحْرِ بِنِعْمَتِ ٱللَّهِ لِيُرِيَكُم مِّنْ ءَايَٰتِهِۦٓ ۚ إِنَّ
فِى ذَٰلِكَ لَءَايَٰتٍ لِّكُلِّ صَبَّارٍ شَكُورٍ ٣١ وَإِذَا غَشِيَهُم مَّوْجٌ
كَٱلظُّلَلِ دَعَوُا۟ ٱللَّهَ مُخْلِصِينَ لَهُ ٱلدِّينَ فَلَمَّا نَجَّىٰهُمْ إِلَى ٱلْبَرِّ
فَمِنْهُم مُّقْتَصِدٌ ۚ وَمَا يَجْحَدُ بِـَٔايَٰتِنَآ إِلَّا كُلُّ خَتَّارٍ كَفُورٍ
٣٢ يَٰٓأَيُّهَا ٱلنَّاسُ ٱتَّقُوا۟ رَبَّكُمْ وَٱخْشَوْا۟ يَوْمًا لَّا يَجْزِى وَالِدٌ
عَن وَلَدِهِۦ وَلَا مَوْلُودٌ هُوَ جَازٍ عَن وَالِدِهِۦ شَيْـًٔا ۚ إِنَّ وَعْدَ ٱللَّهِ
حَقٌّ ۖ فَلَا تَغُرَّنَّكُمُ ٱلْحَيَوٰةُ ٱلدُّنْيَا وَلَا يَغُرَّنَّكُم بِٱللَّهِ
ٱلْغَرُورُ ٣٣ إِنَّ ٱللَّهَ عِندَهُۥ عِلْمُ ٱلسَّاعَةِ وَيُنَزِّلُ ٱلْغَيْثَ
وَيَعْلَمُ مَا فِى ٱلْأَرْحَامِ ۖ وَمَا تَدْرِى نَفْسٌ مَّاذَا تَكْسِبُ غَدًا ۖ
وَمَا تَدْرِى نَفْسٌۢ بِأَىِّ أَرْضٍ تَمُوتُ ۚ إِنَّ ٱللَّهَ عَلِيمٌ خَبِيرٌۢ ٣٤

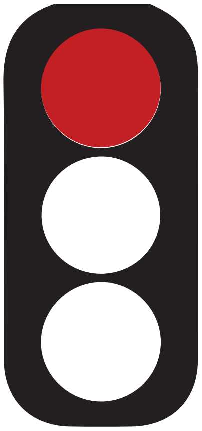
TAJWĪD

...and recite the Qurʾān in a measured tone (73:4)

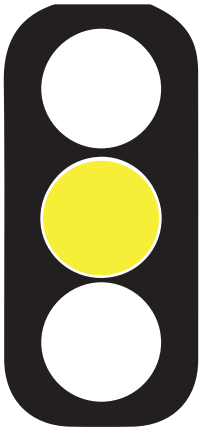
Regarding this verse, Imām ʿAlī (ʿa) has said, *"Stop at the right places and pronounce the letters correctly."* Tajwīd helps us learn how to recite the Qurʾān correctly.

Lesson 1a: Waqf

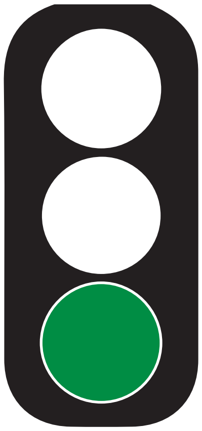
We have three types of stops or waqf in the Qurʾān:



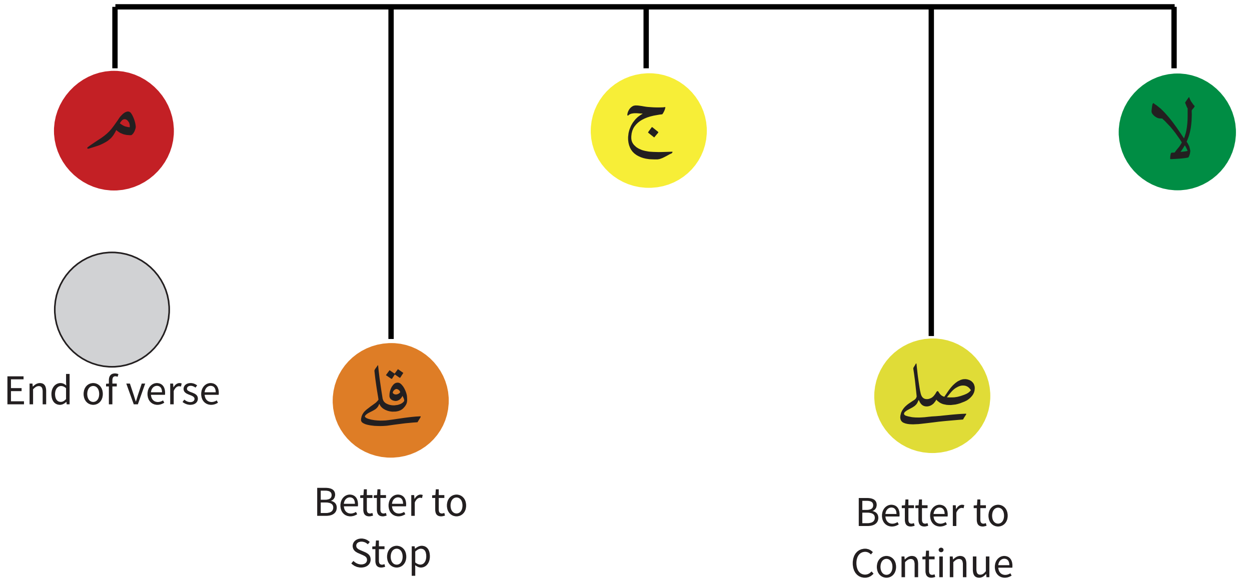
Must Stop



Can Stop
or Continue



Must Continue


م
ج
لا
End of verse
قلى
Better to Stop
صلى
Better to Continue

These are special signs you see in the Qurʾān that have special rules.

Lesson 1a: Waqf (con't)

●

م

When you see these signs, you should stop. When you stop, the sign on the last letter of the word will change. It will usually become a sukūn.

ٱلكِتَابِ ● → ٱلكِتَابْ

ٱلكِتَابُ ۘ → ٱلكِتَابْ

ٱلكِتَابَ ● → ٱلكِتَابْ

كِتَابٍ ۘ → ٱلكِتَابْ

كِتَابٌ ● → ٱلكِتَابْ

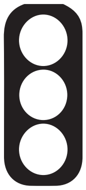
But sometimes the rule is different...

كِتَابًا ۘ → كِتَابَا

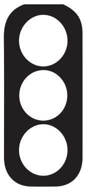
كِتَابًا ● → كِتَابَا

Worksheet 1a

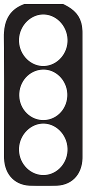
Color the traffic light the correct color and read according to the waqf sign in each line.



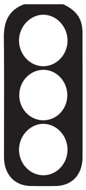
وَٱلۡمَغۡرِبُۚ فَأَيۡنَمَا تُوَلُّواْ فَثَمَّ وَجۡهُ ٱللَّهِۚ إِنَّ ٱللَّهَ وَٰسِعٌ عَلِيمٞ



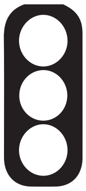
يَوۡمَ ٱلۡقِيَٰمَةِ فِيمَا كَانُواْ فِيهِ يَخۡتَلِفُونَ ١١٣ وَمَنۡ أَظۡلَمُ مِمَّن



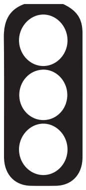
كَذَٰلِكَ قَالَ ٱلَّذِينَ مِن قَبۡلِهِم مِّثۡلَ قَوۡلِهِمۡۘ تَشَٰبَهَتۡ



بِٱلۡحَقِّ بَشِيرٗا وَنَذِيرٗاۖ وَلَا تُسۡـَٔلُ عَنۡ أَصۡحَٰبِ ٱلۡجَحِيمِ



بَيِّنَةُ مَا فِي ٱلصُّحُفِ ٱلۡأُولَىٰ ١٣٣ وَلَوۡ أَنَّآ أَهۡلَكۡنَٰهُم بِعَذَابٖ



١ ٱلزَّانِيَةُ وَٱلزَّانِي فَٱجۡلِدُواْ كُلَّ وَٰحِدٖ مِّنۡهُمَا مِاْئَةَ جَلۡدَةٖۖ وَلَا تَأۡخُذۡكُم

Lesson 1b: Waqf - Rules of Stopping

Stop at the end of every Āyah (include the sign of the end of the āyah).

If the last word of the āyah ends in one vowel we replace it with a sukūn.

For example: رَبِّ ٱلْعَـٰلَمِينَ ◉ would change to: رَبِّ ٱلْعَـٰلَمِينْ ◉

If the last word of the āyah ends with 2 kasrahs or 2 dammahs we replace both with a sukūn.

For example: لهبٍ ◉ would change to: لَهَبْ ◉

If the last word of the āyah ends with 2 fatḥahs, we read it with one fatḥah and one alif.

For example (70:10): حَمِيمًا ◉ would change to: حَمِيمَا ◉

If the last letter ends with a tā marbūṭah, we change it to a hā with sukūn.

For example (101:11) ◉ حَامِيَةٌ would change to: ◉ حَامِيَهْ

If the last letter ends with a fatḥah followed by an alif, we do not change it and read it as is.

For example (91:3) ◉ تَلَاهَا would stay the same

If the last word has a sukūn, we do not change it and read it as is.

For example: حُشِرَتْ

Teacher Resource:

Worksheet 1b

Write how the word will be said with the rules of waqf applied.

مُلْتَحَدًا ● مُلْتَحَدَا ●

لهبٍ ● لهبْ ●

مُؤْصَدَةٌ ●

أَحَدٌ ●

سُيِّرَتْ ●

حَمِيمًا ●

عَظِيمٌ ●

حِسَابًا ●

Worksheet 1b (con't)

مَمْنُونٍ ●

حَامِيَةٌ ●

شُهُبًا ●

تَلَاهَا ●

وَضُحَىٰهَا ●

حُشِرَت ●

Lesson 2: Thin & Thick Letters

Did you know that we have thin and **thick** letters in Arabic?

- When we pronounce the thin letters, we do not use our entire mouth. It is like we are smiling with our mouths closed.
- When we pronounce the **thick** letters, we use our entire mouth. It is like making a big "O" with our mouths.

Let's recite the alphabets according to their thin or **thick** sounds together:

ء ب ت ث ج ح خ

د ذ ر ز س ش ص

ض ط ظ ع غ ف ق

ك ل م ن ه و ى

Are you wondering why رَ and لَ are purple? You will find out soon!

Worksheet 2

Read the following words aloud. Then, circle the thick letters.

دَخَلَ بَلَغَ بَرِقَ خَطَفَ

سَقِمَ غَشِيَ بَخِلَ سَخِرَ

نُصِرَ قُدِرَ قُتِلَ صُحُفُ

يَضَعُ ظَلَمَ خَلَقَ قُضِيَ

Lesson 2 Assessment

Read all the letters in black below.

1 قَدْ أَفْلَحَ ٱلْمُؤْمِنُونَ ① ٱلَّذِينَ هُمْ فِى صَلَاتِهِمْ خَٰشِعُونَ
2 ② وَٱلَّذِينَ هُمْ عَنِ ٱللَّغْوِ مُعْرِضُونَ ③ وَٱلَّذِينَ هُمْ لِلزَّكَوٰةِ
3 فَٰعِلُونَ ④ وَٱلَّذِينَ هُمْ لِفُرُوجِهِمْ حَٰفِظُونَ ⑤ إِلَّا عَلَىٰٓ
4 أَزْوَٰجِهِمْ أَوْ مَا مَلَكَتْ أَيْمَٰنُهُمْ فَإِنَّهُمْ غَيْرُ مَلُومِينَ ⑥ فَمَنِ
5 ٱبْتَغَىٰ وَرَآءَ ذَٰلِكَ فَأُو۟لَٰٓئِكَ هُمُ ٱلْعَادُونَ ⑦ وَٱلَّذِينَ هُمْ
6 لِأَمَٰنَٰتِهِمْ وَعَهْدِهِمْ رَٰعُونَ ⑧ وَٱلَّذِينَ هُمْ عَلَىٰ صَلَوَٰتِهِمْ
7 يُحَافِظُونَ ⑨ أُو۟لَٰٓئِكَ هُمُ ٱلْوَٰرِثُونَ ⑩ ٱلَّذِينَ يَرِثُونَ
8 ٱلْفِرْدَوْسَ هُمْ فِيهَا خَٰلِدُونَ ⑪ وَلَقَدْ خَلَقْنَا ٱلْإِنسَٰنَ مِن
9 سُلَٰلَةٍ مِّن طِينٍ ⑫ ثُمَّ جَعَلْنَٰهُ نُطْفَةً فِى قَرَارٍ مَّكِينٍ ⑬

Lesson 3: Rules of ل

اللّٰه	اللّٰه

Did you know that there are two ways to pronounce the word Allah?

If the last letter before the word Allah has a kasra, we pronounce it in a thin way: اللّٰه.

If the last letter before the word Allah has a fathah or dammah, we pronounce it in a thick way: اللّٰه.

Let's practice:

Thin	**Thick**
سَبِيلِ ٱللَّهِ	إِلَّا ٱللَّهُ
بَلِ ٱللَّهُ	رَسُولُ ٱللَّهِ
أَفِي ٱللَّهِ	سُبْحَٰنَ ٱللَّهِ

Worksheet 3

Find and read all the instances of the word "Allah" and the words before it. Underline the thin لs and circle the thick لs.

وَمَا كَانَ لِمُؤْمِنٍ وَلَا مُؤْمِنَةٍ إِذَا قَضَى ٱللَّهُ وَرَسُولُهُۥٓ أَمْرًا أَن يَكُونَ

لَهُمُ ٱلْخِيَرَةُ مِنْ أَمْرِهِمْ ۗ وَمَن يَعْصِ ٱللَّهَ وَرَسُولَهُۥ فَقَدْ ضَلَّ ضَلَٰلًا

مُّبِينًا (٣٦) وَإِذْ تَقُولُ لِلَّذِىٓ أَنْعَمَ ٱللَّهُ عَلَيْهِ وَأَنْعَمْتَ عَلَيْهِ

أَمْسِكْ عَلَيْكَ زَوْجَكَ وَٱتَّقِ ٱللَّهَ وَتُخْفِى فِى نَفْسِكَ مَا ٱللَّهُ

(٣٧) مَّا كَانَ عَلَى ٱلنَّبِىِّ مِنْ حَرَجٍ فِيمَا فَرَضَ ٱللَّهُ لَهُۥ ۖ سُنَّةَ ٱللَّهِ فِى

يُبَلِّغُونَ رِسَٰلَٰتِ ٱللَّهِ وَيَخْشَوْنَهُۥ وَلَا يَخْشَوْنَ أَحَدًا إِلَّا ٱللَّهَ ۗ وَكَفَىٰ

Lesson 4: Rules of ر

رَ رُ

رِ

The letter ر can be pronounced in a thin or **thick** way when reading the Qurʾān. The rules of ر are explained below.

1. If a ر has a fatḥah, ḍammah, fatḥatayn, or ḍammatayn, if will be read as a **thick** letter with a full mouth. Examples:

رَبِّي مَّعْرُوْفًا طَيْرًا حُوْرٌ

2. If a ر has a kasra or kasratayn, if will be read as a thin letter with an empty mouth. Examples:

فِيْ نَارِ نُذُرِ نَاصِرٍ مُّدَّكِرٍ

3. A rā sākin with a fatḥāh or ḍammah before it will be read as a **thick** letter with a full mouth. Examples:

وَأَرْسَلَ تَرْمِيْهِمْ وَٱمُرْ يُرْزَقُوْنَ

Lesson 4: Rules of ر (con't)

4. A rā sākin with a kasra before it will be read as a thin letter with an empty mouth. Examples:

أُمِرْتُ شِرْبٍ أَنْذِرْ هُم فَانْتَصِرْ

5. A rā sākin with a yā sākin before it will always be read as a thin letter with an empty mouth. Examples:

خَيْرٌ خَبِيْرٌ قَدِيْرٌ مُنِيْرٌ

6. A rā mushaddad with a fatḥah, ḍammah, fatḥatayn, or ḍammatayn will be read as a **thick** letter with a full mouth. Examples:

بِرَّ فَفِرُّوْا مَرَّةً بِرٌّ

7. A rā mushaddad with a kasra or kasratayn will be read as a thin letter with an empty mouth. Examples:

مِنْ شَرِّ بَرِّ مُسْتَمِرِّ

8. If a thick/full mouth letter appears after a rā sākin in the same word, the rā sākin will be read as a **thick** letter with a full mouth. Examples:

مِرْصَادًا فِرْقٍ فِرْقَةٌ قِرْطَاسٍ

Worksheet 4.1: Rules of ر

1. How will a rā with a fatḥah or ḍammah on it be read?
2. How will a rā with a fatḥatayn or ḍammatayn on it be read?
3. How will a rā with a kasra or kasratayn under it be read?
4. How will a rā sākin be read when there is a fatḥah or ḍammah before it?
5. How will a rā sākin be read when there is a kasra before it?
6. How will a rā sākin be read when there is a yā sākin before it?
7. How will a rā mushaddad with a fatḥah or ḍammah be read?
8. How will a rā mushaddad with a kasra or kasratayn be read?
9. How will a rā sākin be read when there is a thick/full mouth letter after it in the same word?

Worksheet 4.2: Rules of ر

Find and read the words with the letter ر below. Underline the thin رs and circle the **thick** رs.

بِغَيۡرِ حَقّٖ وَقَوۡلِهِمۡ قُلُوبُنَا غُلۡفُۢۚ بَلۡ طَبَعَ ٱللَّهُ عَلَيۡهَا بِكُفۡرِهِمۡ

كَثِيرٗا ١٦٠ وَأَخۡذِهِمُ ٱلرِّبَوٰاْ وَقَدۡ نُهُواْ عَنۡهُ وَأَكۡلِهِمۡ أَمۡوَٰلَ

وَٱلۡمُؤۡمِنُونَ بِٱللَّهِ وَٱلۡيَوۡمِ ٱلۡأٓخِرِ أُوْلَٰٓئِكَ سَنُؤۡتِيهِمۡ أَجۡرًا عَظِيمًا ١٦٢

جَآءُوكَ فَٱسۡتَغۡفَرُواْ ٱللَّهَ وَٱسۡتَغۡفَرَ لَهُمُ ٱلرَّسُولُ

فَهَلۡ أَنتُمۡ شَٰكِرُونَ ٨٠ وَلِسُلَيۡمَٰنَ ٱلرِّيحَ عَاصِفَةٗ تَجۡرِي بِأَمۡرِهِۦٓ

فِيهَا مِن كُلِّ ٱلثَّمَرَٰتِ وَمَغۡفِرَةٞ مِّن رَّبِّهِمۡۖ كَمَنۡ هُوَ خَٰلِدٞ فِي ٱلنَّارِ وَسُقُواْ

Worksheet 4.3: Rules of ر

Read the words below. Then, check the correct box.

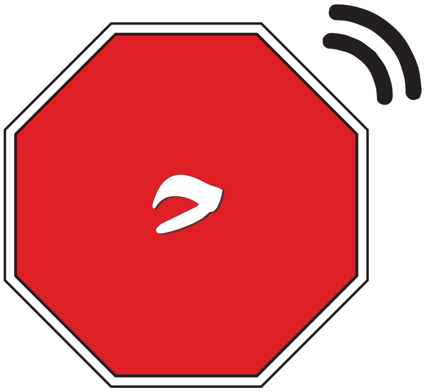
Word	Thick	Thin
تَجْرِي		
وَ مَا للّٰهُ		
أَشْرَاطُهَا		
أَعُوذُ بِللّٰهَ		
ظَاهِرًا		
هُوَللّٰه		
مِنْ نُورِكُمْ		
رِحَالِهِم		

Lesson 4 Assessment

Find and read the words with the letter ر or the word Allah in them in the lines below. Then, underline the thin ر or ل and circle the **thick** ر or ل.

أَوْزَارَهَا ۚ ذَٰلِكَ ۖ وَلَوْ يَشَآءُ ٱللَّهُ لَٱنتَصَرَ مِنْهُمْ وَلَٰكِن لِّيَبْلُوَا۟ بَعْضَكُم
بِبَعْضٍ ۗ وَٱلَّذِينَ قُتِلُوا۟ فِى سَبِيلِ ٱللَّهِ فَلَن يُضِلَّ أَعْمَٰلَهُمْ (٤) سَيَهْدِيهِمْ
وَيُصْلِحُ بَالَهُمْ (٥) وَيُدْخِلُهُمُ ٱلْجَنَّةَ عَرَّفَهَا لَهُمْ (٦) يَٰٓأَيُّهَا ٱلَّذِينَ
ءَامَنُوٓا۟ إِن تَنصُرُوا۟ ٱللَّهَ يَنصُرْكُمْ وَيُثَبِّتْ أَقْدَامَكُمْ (٧) وَٱلَّذِينَ كَفَرُوا۟
فَتَعْسًا لَّهُمْ وَأَضَلَّ أَعْمَٰلَهُمْ (٨) ذَٰلِكَ بِأَنَّهُمْ كَرِهُوا۟ مَآ أَنزَلَ ٱللَّهُ
فَأَحْبَطَ أَعْمَٰلَهُمْ (٩) ۞ أَفَلَمْ يَسِيرُوا۟ فِى ٱلْأَرْضِ فَيَنظُرُوا۟ كَيْفَ كَانَ
عَٰقِبَةُ ٱلَّذِينَ مِن قَبْلِهِمْ ۖ دَمَّرَ ٱللَّهُ عَلَيْهِمْ ۖ وَلِلْكَٰفِرِينَ أَمْثَٰلُهَا (١٠) ذَٰلِكَ
بِأَنَّ ٱللَّهَ مَوْلَى ٱلَّذِينَ ءَامَنُوا۟ وَأَنَّ ٱلْكَٰفِرِينَ لَا مَوْلَىٰ لَهُمْ (١١)

Lesson 5: Qalqalah



Remember my friend sukūn? It makes a stopping sound when it comes on top of a letter. Today, we will learn about 5 special letters: ق ط ب ج د. These letters make an echo, or qalqalah, when they have a sukūn sign. Let's practice qalqalah:

أَبْ   أَدْ   أَقْ

أَجْ   أَطْ

Reading 5a

تَجْرِى
صَبْرًا
بَيْنَكُم

تَحْتَهُ
يُطْعِمُونَ
كُفْرًا

عَبْدًا
تَسْئَلْنِى
عَلَيْهِمْ

مَسَدْ
تَعْثَوْا
أُقْسِمُ

Practice 5a

Read and circle all the letters that have a sukūn. Then, put a box around the letters that have qalqalah.

أَلَمْ يَرَوْا۟ كَمْ أَهْلَكْنَا مِن قَبْلِهِم مِّن قَرْنٍ مَّكَّنَّـٰهُمْ فِى ٱلْأَرْضِ
مَا لَمْ نُمَكِّن لَّكُمْ وَأَرْسَلْنَا ٱلسَّمَآءَ عَلَيْهِم مِّدْرَارًا وَجَعَلْنَا ٱلْأَنْهَـٰرَ
تَجْرِى مِن تَحْتِهِمْ فَأَهْلَكْنَـٰهُم بِذُنُوبِهِمْ وَأَنشَأْنَا مِنۢ بَعْدِهِمْ قَرْنًا

Practice 5b

Read the Qurʾānic words below. Then, choose three words, and practice writing them on the dotted line below.

يَعْدِلُونَ	لِتَجْرِىَ	يَدْخُلُونَ	حَبْلُ
يَجْعَلُ	أَطْعَمَهُم	عَلَيْهِ	يَقْضِى

Review 5

Read the following words carefully, and practice pronouncing the qalqalah.

إقۡرَأۡ خَلَقۡتُ يَقۡتُلُونَ يِقوٰهَا

بَطۡشَ نُطۡفَةً وَأَطۡهَرُ مَطۡلَبۡ

حَبۡلٌ سُبۡحٰنَ إِبۡرٰهِيۡمٌ غَلَبۡتَ

حَسَدۡ إجۡلِسۡ لِوَجۡهِ وَجۡهِكَ

قَدۡرًا إدۡفَعۡ يَدۡرُسُ قُدۡرَةۡ

أَحَدۡ خَلَقۡ عَلَقۡ إسۡحَاقۡ

لُوطۡ تُحِطۡ مُحِيطۡ بِالۡقِسۡطۡ

وَقَبۡ ٱلصَّمَدۡ يَكۡسِبۡ أَبۡوَابۡ

ٱلۡبُرُوجۡ مَرِيجۡ ٱلۡخُرُوجۡ بَهِيجۡ

LIVING WITH THE QURʾĀN

There has certainly come to you an advice from your Lord, a cure for what is in the chests, guidance and mercy for the faithful (10:57)

The Qurʾān is a living miracle. The verses you will learn in this section of the book will help you live according to the guidance of Allah on a daily basis.

Note for teachers: In order to help you prepare your lessons in this section, please download the Teachers Guide pdf for free from our website www.kisakids.org

Lesson 1 - Begin with Bismillāh

وَ قَالَ ارْكَبُوا فِيْهَا بِسْمِ اللهِ مَجْرَاهَا وَ مُرْسَاهَا

And he [Prophet Nūḥ] said [to the travellers],
“Board it [the ark] with the Name of Allah, and it shall set sail and cast anchor.”

Sūrah Hūd, Verse 41

One day, Prophet Muḥammad (ṣ) was walking down the street when he came across Shayṭān. When he looked more closely, he noticed that Shayṭān seemed very weak and tired, so he asked him, "How did you get so weak?"

Shayṭān angrily answered, "I'm suffering nonstop pain and torture from your Muslims!"

The Prophet (ṣ) curiously asked, "Why? What have they done to you? How are they bothering you?"

"Well," replied Shayṭān, "They have seven habits that really annoy me:

1. When they begin any action, they say ‘*Bismillāhir Raḥmānir Raḥīm*’ (In the name of Allah, the All Kind, the All Merciful).
2. When they meet, they greet each other by saying ‘*Salāmun ʿalaykum*’ (Peace be upon you).
3. When they first see each other, they shake hands.
4. Whenever they plan to do something, they say *inshāʾAllāh* (only if Allah wants it to happen).
5. They always ask each other for forgiveness. (This one ruins all of my hard work!)
6. Whenever they hear your name, they recite a *ṣalawāt* and send blessings upon you!
7. They follow your Ahl al-Bayt (ʿa) and are kind to their followers.”

Anwār al-Majālis, Vol. 88, Ch. 5

لَوْ قَرَأْتَ بِسْمِ اللهِ تَحْفَظُكَ الْمَلَائِكَةُ إِلَى الْجَنَّةِ

Prophet Muḥammad (ṣ):

If you say “Bismillāh” [before starting anything], the angels will protect you all the way until you reach Heaven.

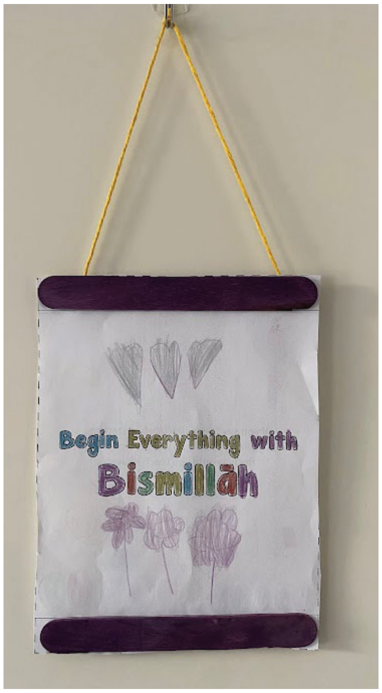
Fiqh ar-Riḍā (ʿa), P. 342

Lesson 1: Begin with Bismillāhir Raḥmānir Raḥīm

Objective: Students will learn about the importance of beginning everything with Bismillāhir Raḥmānir Raḥīm.

Lesson: In the story about the habits that bother Shayṭān, we learned that one important habit we should have is saying Bismillāhir Raḥmānir Raḥīm before doing any action. Why do you think Shayṭān is bothered by this? Well, when we say Bismillāhir Raḥmānir Raḥīm, we are remembering Allah (swt), and that helps us make good choices and avoid bad actions.

When we say Bismillāhir Raḥmānir Raḥīm, we are also asking Allah (swt) to bless us and help us with whatever task we are doing. The Prophet (ṣ) has said, *"If you say 'Bismillāhir Raḥmānir Raḥīm' [before starting anything], the angels will protect you all the way until you reach Heaven."*[1] The shows us that if we begin with Bismillāhir Raḥmānir Raḥīm, we will be successful in whatever we are doing, inshāʾAllāh. Let's make a craft that will help remind us to say Bismillāhir Raḥmānir Raḥīm, so that we can avoid doing any bad deeds, inshāʾAllāh!



Suggested Ages: 5+

Time: 40 minutes

Materials:
- Bismillāh template, printed double sided
- Crayons/colored pencils
- Scissors
- Glue
- 4 Large Popsicle sticks
- Yarn

Procedure:
1. Color and decorate the template however you like.
2. Cut out the template by cutting along the dotted lines.
3. Glue one popsicle stick long at the top of the template where it says "glue here."
4. Do the same with another popsicle stick at the bottom of the template.
5. Flip it over and glue the remaining popsicle sticks on the back of the template, one at the top and one at the bottom. Be sure to align them with the popsicle sticks that are already glued on.
6. Take a piece of yarn and glue each end to the top popsicle stick on the back. This should allow the frame to hang on the wall.

glue here

Begin Everything with Bismillāh

glue here

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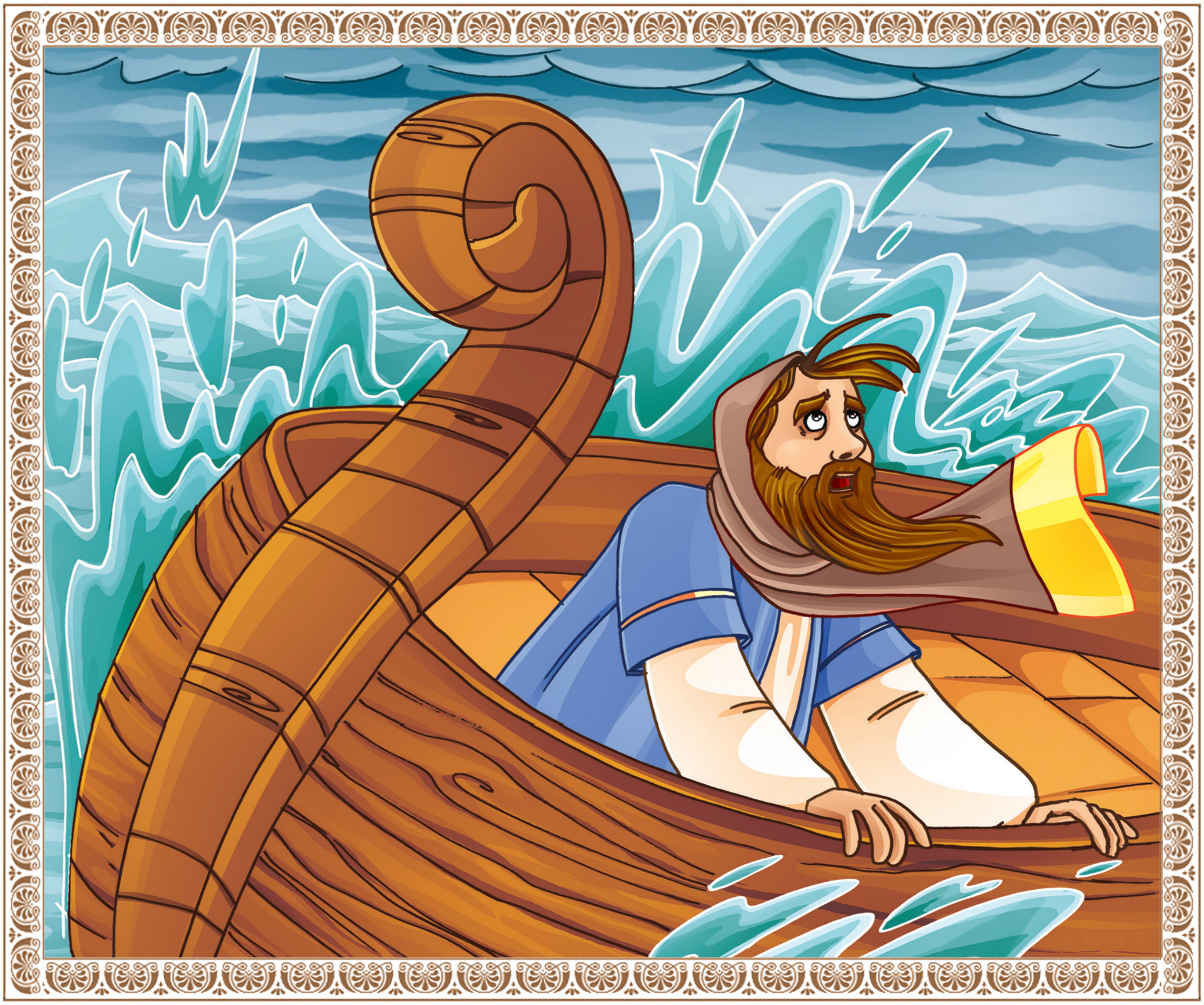
Lesson 2 - Always Remember Allah



فَاذْكُرُونِي أَذْكُرْكُمْ

Remember Me, and I will remember you.

Sūrah al-Baqarah, Verse 152

There was once a man who had an important question. He tried to find the answer to his question, but nobody could help him! Finally, he decided to visit Imām aṣ-Ṣādiq (ʿa). After all, he heard that the Imām (ʿa) was the wisest and smartest of all.

The next day, when he met with the Imām (ʿa), he was bursting to ask his question. After greeting the Imām (ʿa), he took a deep breath and asked, "If we can't see Allah, how do we know that He is there?"

The Imām (ʿa) paused for a moment. Instead of giving him a quick answer, he asked the man, "Have you ever been on a boat in the middle of the sea?"

The man nodded his head, remembering the time he sailed through the Red Sea.

"And was there ever a strong and sudden storm that ruined your boat until it started to sink?" continued the Imām (ʿa).

"Yes! That happened to me before," the man said quickly, wondering how the Imām (ʿa) knew about that time when he almost drowned in the sea.

The Imām (ʿa) went on, "When you think back to that moment when you were so scared and alone, and there was nobody around to help you or save you, didn't you still have hope that you would be saved?"

“Yes, deep down inside, I still had hope!” the man admitted.

“So, who did you think was going to save you?" asked the Imām (ʿa). The man was speechless.

"At that moment, you had hope in Allah," said the Imām (ʿa). "You knew that only Allah could save you when nothing else could."

The man felt so relieved and finally understood Allah better! He thanked the Imām (ʿa) for helping him realize something so important. Now that he was sure that Allah is always there, he was able to think about Allah and pray so much more and better than before!

Biḥār al-Anwār, Vol. 3, P. 41

مَنْ أَكْثَرَ ذِكْرَ اللهِ أَحَبَّهُ اللهُ

Prophet Muḥammad (ṣ):
Allah loves those who always remember Him.

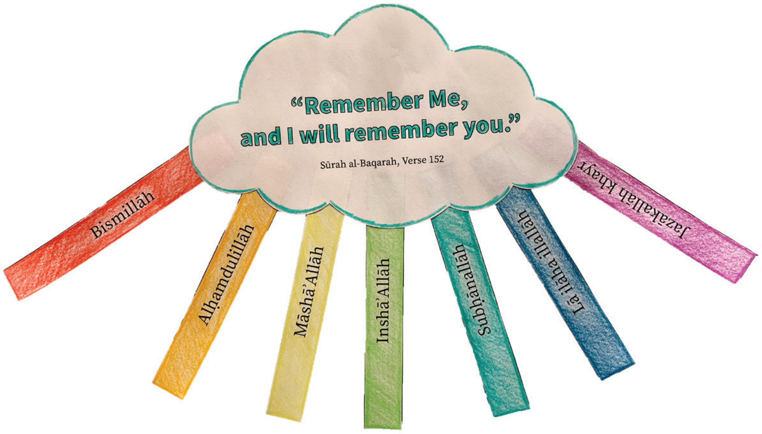
Al-Kāfī, Vol. 2, P. 499

Lesson 2: Rainbow and Cloud Craft

Objective: Children will learn about different ways to remember Allah.

Lesson: In the story we read earlier, Imām aṣ-Ṣādiq (ʿa) answered a man's question about how we know that if Allah is there or not. He asked the man to think about the time when he was stranded at sea and felt the hope that Allah was going to save him. Let's think about a time when we may have been in a similar situation. What happened that reminded you of Allah? Sometimes, when we are in a difficult situation, we say or recite different things. These duʿās or phrases strengthen our faith and give us hope that Allah will help us. That is why it is important to remember Allah all of the time, in times of happiness and in times of need.

What are some things we can say to remember Allah in everything we do? One of the most important ways is to say bismillāh. The best way to remember Allah is before we start anything, such as eating, reading a book, and beginning our journey. Another thing we can say is alḥamdulillāh for times when something good happens, such as when we pass our test. Let's do a craft that we can look at whenever we need to remember Allah.



Suggested Ages: 5+

Time: 30 minutes

Materials:

- Rainbow and cloud template
- Crayons/colored pencils
- Scissors
- Glue/tape

Procedure:

1. Color the cloud and boxes however you like.
2. Cut out the cloud and the boxes by cutting along the outer edges.
3. Glue or tape the boxes to the back of the cloud.

Craft inspired by Lunar Learners: https://www.lunarlearners.com/crafts-and-more/2019/10/free-rainbow-printable-66df6

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“Remember Me, and I will remember you.”

Sūrah al-Baqarah, Verse 152

Bismillāh

Alḥamdulillāh

MāshāʾAllāh

InshāʾAllāh

Subḥānallāh

Lā ilāha illallāh

Jazākallāh khayran

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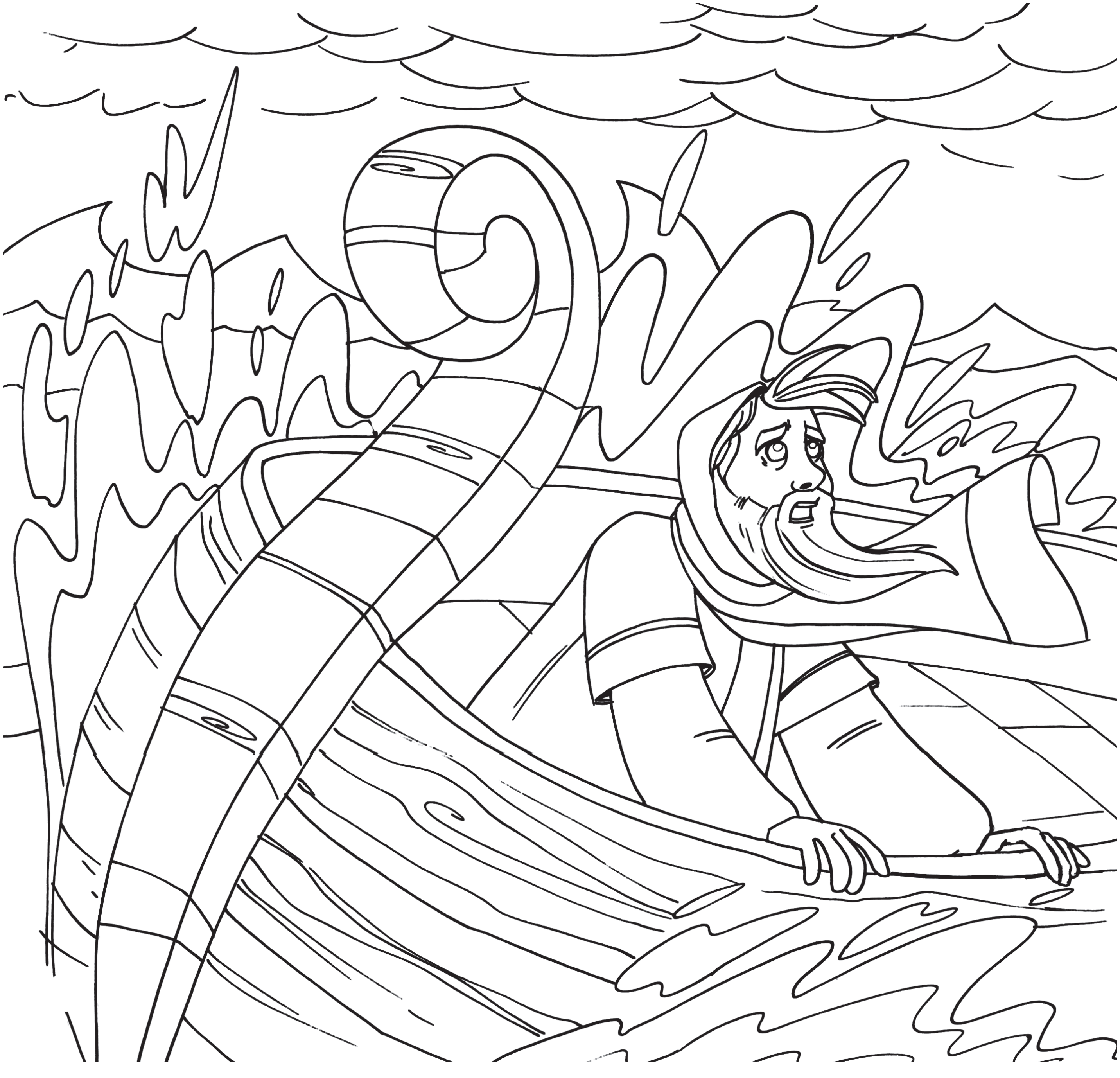
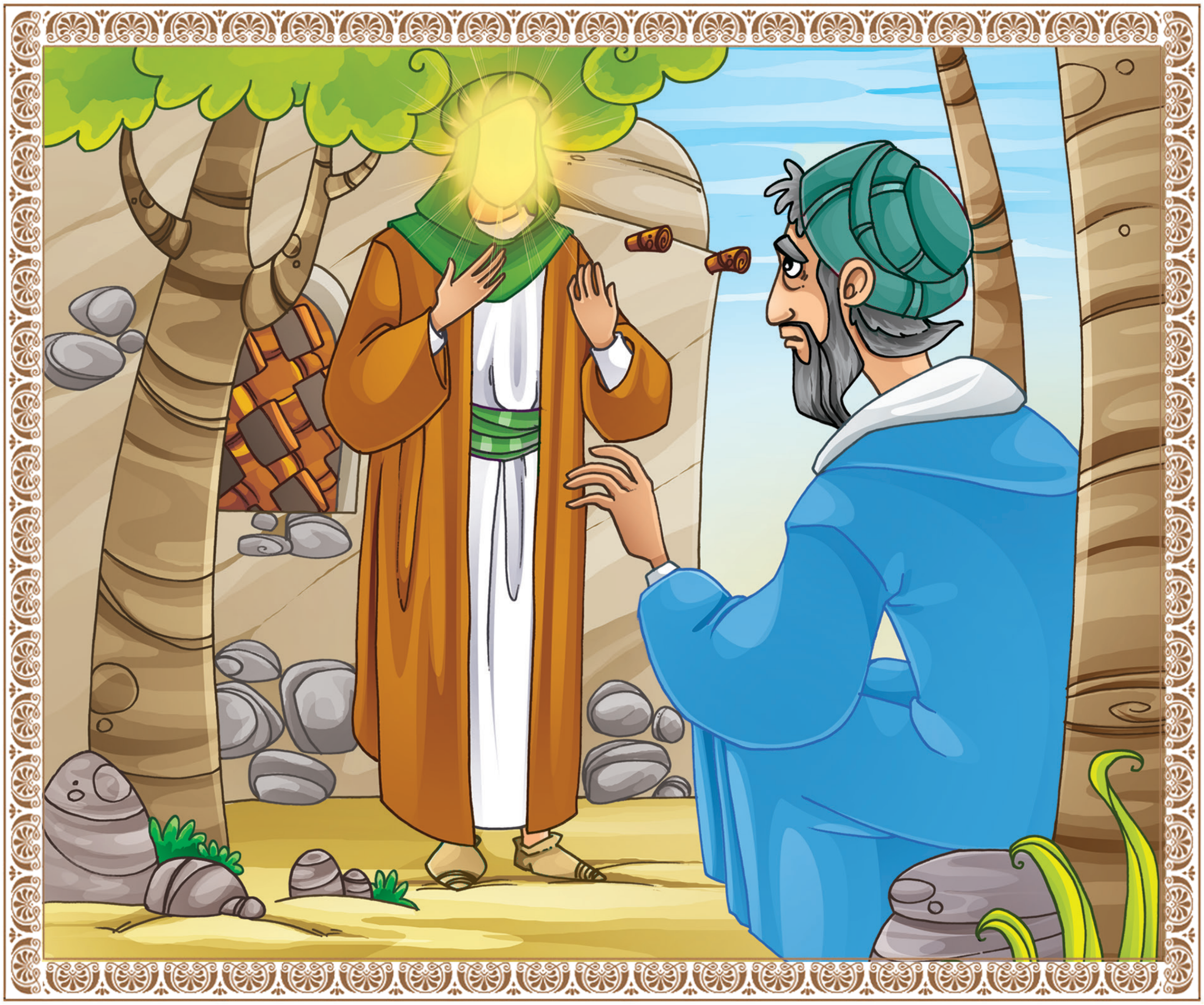


Lesson 3 - Ask Allah For Help



وَ إِذَا مَرِضْتُ فَهُوَ يَشْفِينِ

And when I get sick, it is [Allah] who cures me.

Sūrah ash-Shuʿarāʾ, Verse 80

In a town in Iraq, there lived a man who was very sick. Night and day, he was always in pain. After seeing one doctor after the other, and trying one medicine after another, he was not feeling any better. Nothing cured him!

Just as he was feeling hopeless, one of his friends suggested, “Why don’t you go to Imām al-Hādī (ʿa) and ask him to pray for you? Don’t you know that the Imām’s prayers are always accepted?” He decided to take his friend’s advice, and a few days later, he was on his way to visit the Imām (ʿa).

The moment the man saw the Imām (ʿa), he stopped in his tracks. He did not have the courage to ask the Imām (ʿa) for his prayers. Before he could say anything, the Imām (ʿa) broke the silence, “May Allah grant you health, may Allah grant you health, may Allah grant you health!” The man was shocked and speechless. How did he know? he thought to himself.

One man was standing nearby and saw the whole thing. “Subḥānallāh!” he exclaimed happily. “You’ll feel better very soon. Our Imām (ʿa) prayed for your health before you could even ask him!”

For a moment, the sick man felt like he was dreaming. He walked back home feeling so thankful to Allah. The next morning, he jumped out of bed with bursting energy! He had never felt better!

Biḥār al-Anwār, Vol. 50, P. 145

إِنَّ هٰذَا الْقُرْآنَ شِفَاءٌ لِلصُّدُورِ

Imām Ḥasan (ʿa):
Indeed, this Qur’ān heals hearts.

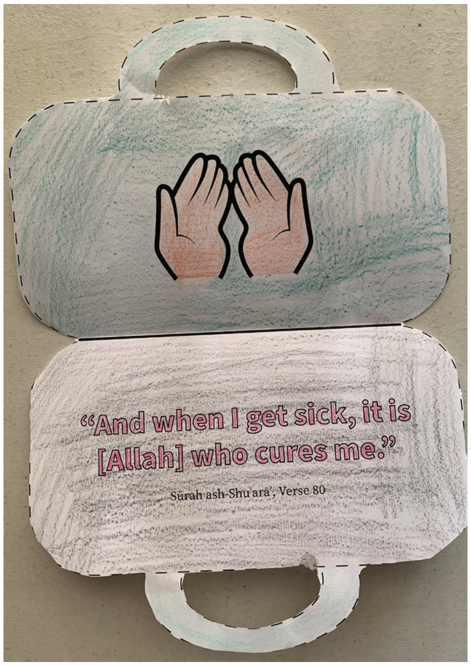
Jāmiʿ al-Akhbār, Vol. 1, P. 164

Lesson 3: Doctor’s Bag Craft

Objective: Children will learn about praying to Allah for good health.

Lesson: Earlier, we read in a story about Imām al-Hādī (ʿa) praying for a sick man’s health. The man had tried everything, but was still not getting better. Have you ever felt that way, or maybe seen someone that way before? When someone we know is very sick, one of the best ways we can help them is to pray for their health. At the end of the day, it is Allah who cures us and it is He whom we should rely on to do what is right for us.

What are some duʿās we can recite to pray for someone’s health? In the Qurʾān, there is a verse which asks us, who hears the call of someone who is in trouble and helps them.[1] Today, we are going to make a craft that will help remind us that we should ask Allah for health.

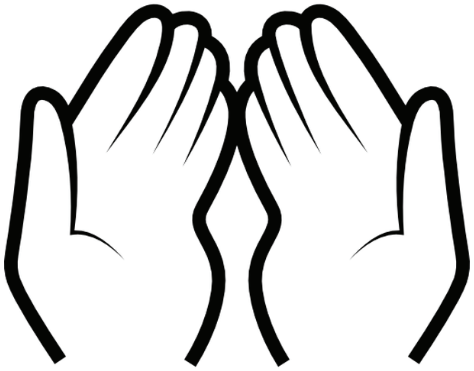

“And when I get sick, it is [Allah] who cures me.”
Sūrah ash-Shuʿarāʾ, Verse 80

Suggested Ages: 5+

Time: 40 minutes

Materials:
- Doctor’s bag template
- Crayons/colored pencils
- Scissors
- Glue/tape

Procedure:
1. Color the doctor’s bag template however you like.
2. On the side with the hands, draw different images related to medicine, being sick, etc.
3. Cut out the bag by cutting along the outer edge.
4. Carefully cut the smaller half circles to make the handles.
5. Fold along the solid line in the middle. This should fold the bag closed, with the words and pictures on the inside.
6. Decorate the outside however you like.



“And when I get sick, it is [Allah] who cures me.”

Sūrah ash-Shuʿarāʾ, Verse 80

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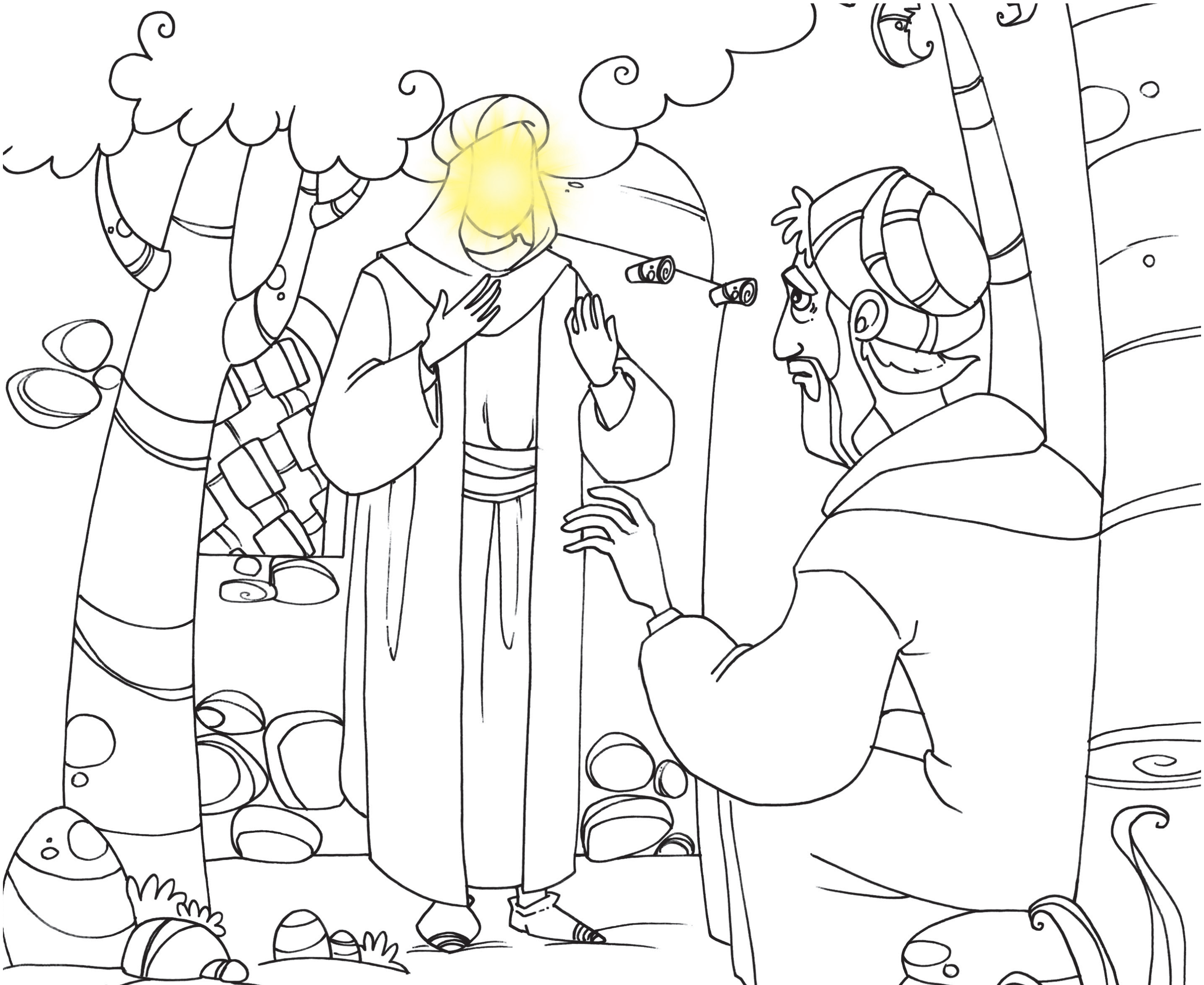
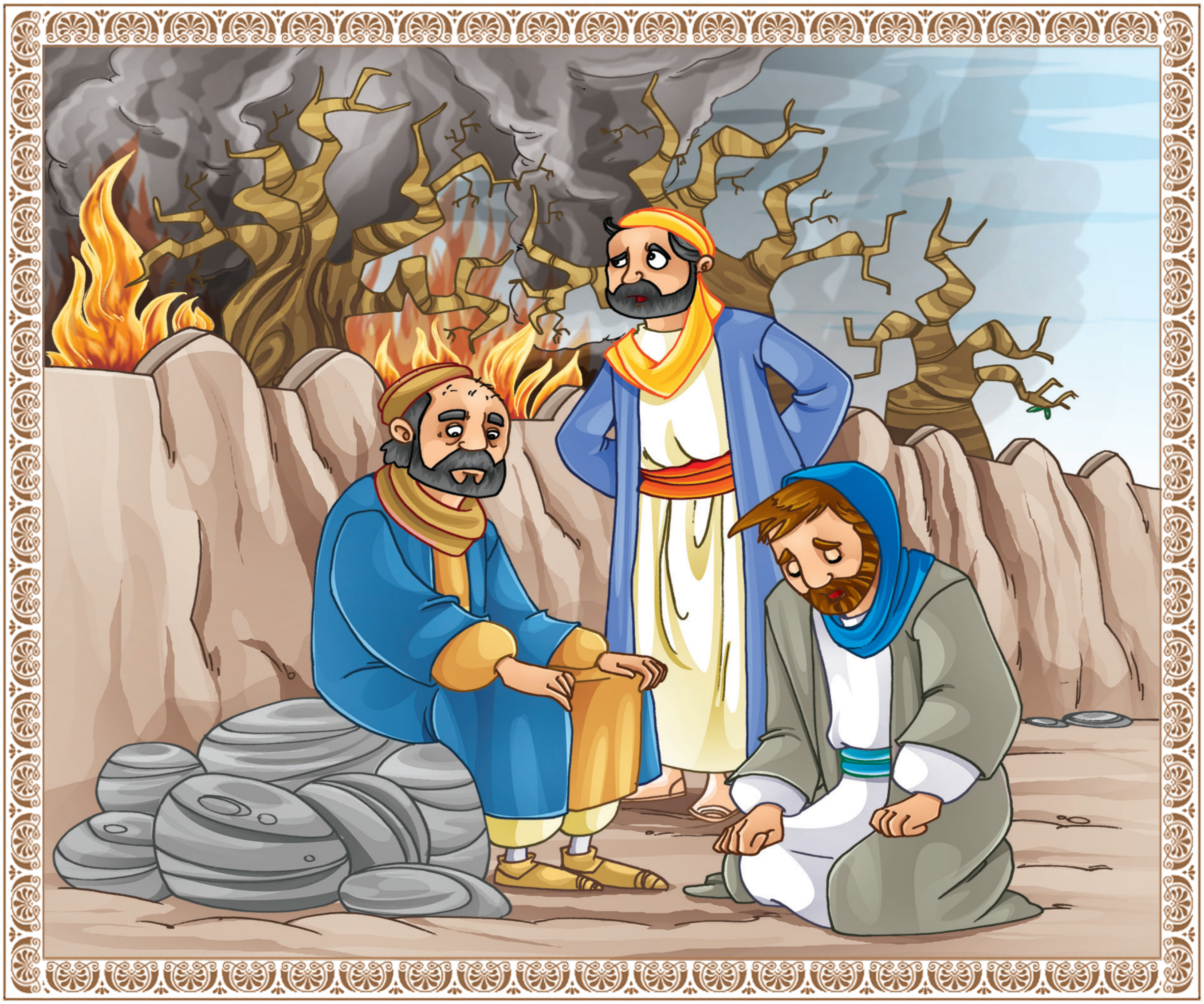


Lesson 4 - Allah is Watching Us



أَلَمْ يَعْلَمْ بِأَنَّ اللّٰهَ يَرَىٰ

Does he not know that Allah sees (everything)?

Sūrah al-ʿAlaq, Verse 14

ʿAbdullāh was a pious man who owned a big orchard full of fruit. Every time he picked the fruit from his trees, he would donate some of it to the poor and needy. In return for his kindness and generosity, the poor people decided to help him take care of the orchard. ʿAbdullāh was very thankful to them for their help.

As the years passed, he grew older and weaker. One day, after he had fallen very sick, he advised his children, "My dear sons, please continue to give fruit to the poor and needy, especially those who work in the orchard. You should always share what you have with others." The three sons promised their father that they would take his advice.

But soon after ʿAbdullāh passed away, they broke their promise. They were too greedy and wanted all of the fruit for themselves. So, they decided to go to the orchard early in the morning to pick all of the fruit while everyone was still asleep. When the poor workers found this out, they realized that the three sons were being very greedy. For this reason, they decided that they would no longer help out at the orchard.

Soon enough, the orchard became very messy, and the trees were not growing as well anymore. The oldest brother looked at the orchard and thought, The orchard looks much worse now! This made him realize that what they were doing was wrong!

With his father's advice in mind, he told his two brothers, "Let's help the poor. We need to remember Allah, for He can see everything that we do." But no matter how much he tried to warn them, his brothers did not listen. They continued picking the fruit early in the morning, before the others came.

One stormy night, lightning struck one of the trees, setting it on fire! The next morning, as they approached the orchard, they saw that the entire orchard and all the fruit had been burned down! When the oldest son saw this, he said to his brothers, "This is all your fault! If you did not forget Allah, this would never have happened!" Seeing this, the two brothers realized their mistake and immediately asked Allah for forgiveness.

Tafsīr Nemūneh, Vol. 24, P. 394

إِعْلَمْ أَنَّكَ لَنْ تَخْلُوَ مِنْ عَيْنِ اللهِ فَانْظُرْ كَيْفَ تَكُونُ

Imām Muḥammad al-Jawād (ʿa):
Know that you will never escape from Allah's sight, so be careful about how you behave.

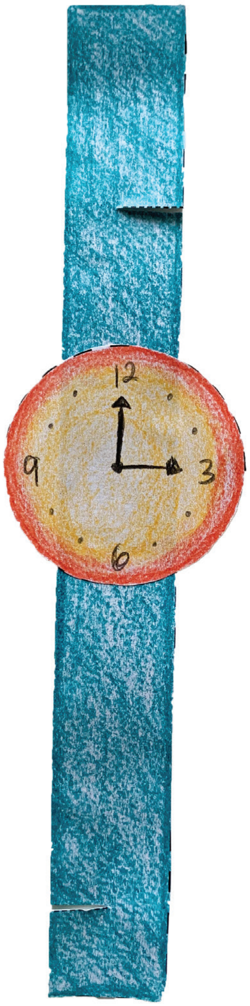
Tuḥaf al-ʿUqūl, P. 455

Lesson 4: Wrist Watch Craft

Objective: Children will learn about how Allah is always watching and guiding us.

Lesson: In the story about the three brothers and their orchard, we learned that Allah is always watching us. He saw how the three brothers were being greedy with the fruit. So where can we go where Allah is not watching us? Well, there isn't anywhere we can go where Allah can't see what we are doing! We must always remember that Allah can see us and is watching what deeds we are doing.

Why should we always keep in mind that Allah is watching us? We are so blessed that Allah watches us and sees when we need help and guidance. Also, when we are about to make a mistake or do a bad deed, and we remember that Allah is watching us, we might stop ourselves from doing that deed. Let's make a craft that will help remind us that Allah is watching, so that we can avoid doing any bad deeds, inshāʾAllāh!



Suggested Ages: 5+

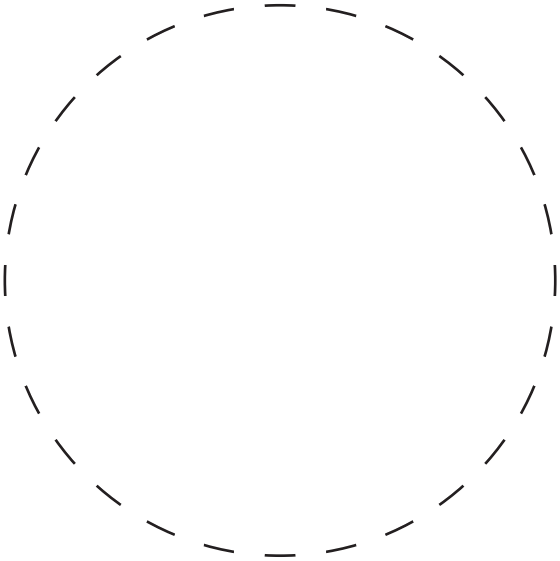
Time: 40 minutes

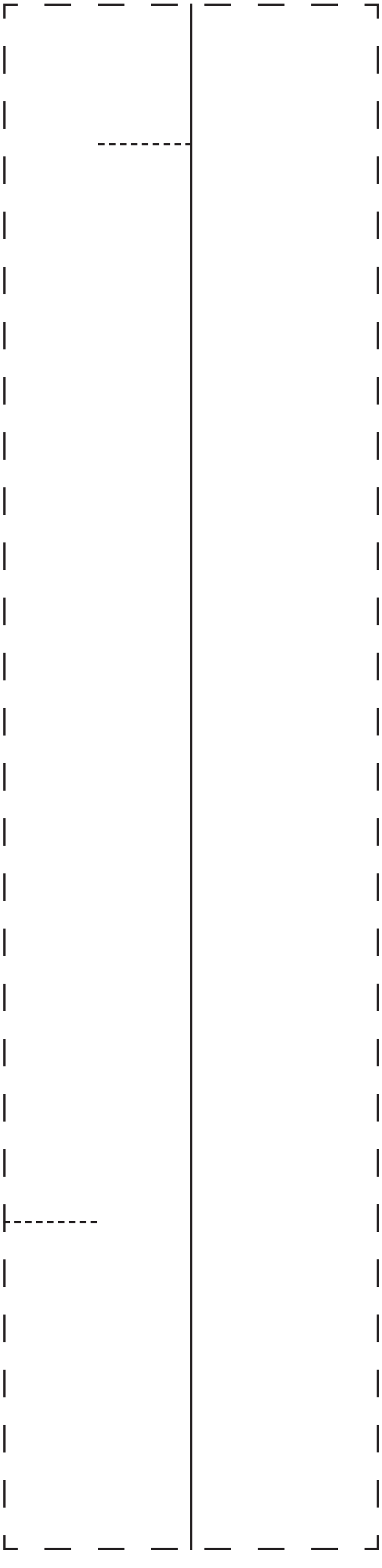
Materials:

- Watch template
- Crayons/colored pencils
- Scissors
- Glue/tape

Procedure:

1. Color the watch strap and watch face however you like.
2. Cut out the rectangle by cutting all along the dotted edge.
3. Fold the rectangle in half longways along the solid line. This will be the watch strap.
4. Cut along the small dotted lines on either end of the watch strap. Be sure to not cut past the small dotted line. This will be how the strap fastens around the wrist. You may need to make another cut to adjust the size (optional: glue or tape the strap closed).
5. Cut out the circle from the template. This will be the watch face.
6. Glue the watch face to the watch strap.





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Lesson 5 - Be Happy with Allah's Decisions

وَ اللّٰهُ يَعْلَمُ وَأَنتُمْ لَا تَعْلَمُونَ

And Allah knows what you do not know.

Sūrah al-Baqarah, Verse 216

There was once a man who had two daughters. His first daughter was married to a farmer, and his second daughter was married to a potter.

One day, he decided to visit both of his daughters. When he went to visit his first daughter, she was thrilled to see him! She gently asked, "Dearest Father, may I ask you for a favor? This year, my husband planted many seeds in our farm. Please pray that it rains a lot so that we can have good crops!" The father smiled and said, "*Inshāʾ Allāh*." After having some tea and biscuits, he said goodbye and made his way to his second daughter's house.

When he arrived, his second daughter was also very happy to see him. She asked, "My dear Father, may I ask you for a favor? My husband spent the whole year making many beautiful clay dishes. Please pray that it does not rain! If it rains, the dishes won't dry fast enough and we won't be able to sell them." Once again, the father smiled and said, "*Inshāʾ Allāh*." After having some juice and cookies, he said goodbye and headed home.

On his way back, he thought deeply about what had happened. Both of his daughters had asked him to make a prayer, but the two prayers were the opposite of each other. Since the man was wise and pious, he prayed to Allah, "O Allah, we don't know what is best for us, so please do whatever You think is best, because You know everything."

Biḥār al-Anwār, Vol. 4

اِرْضَ تَسْتَرِحْ

Imām ʿAlī (ʿa):
Be content (with what you have), and you will be at peace.

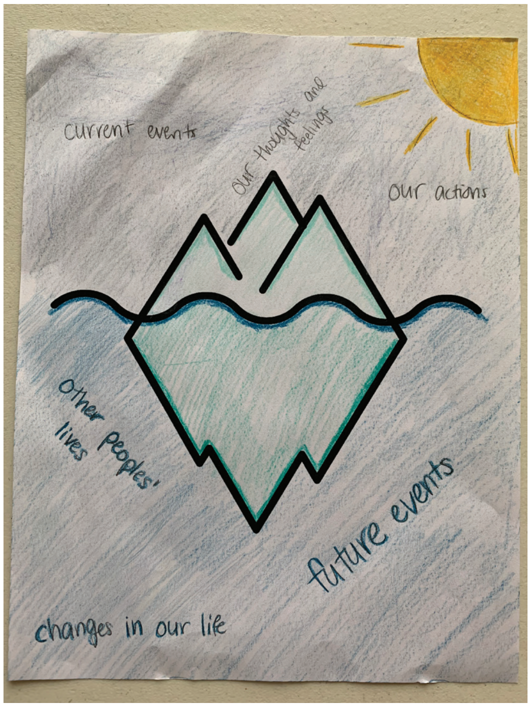
Ghurar ul-Ḥikam, Ḥadīth #2243

Lesson 5: Iceberg Activity

Objective: Children will learn about how to rely on Allah and His decisions.

Lesson: Earlier, we read about the story of the man with the two daughters who asked him to pray for opposite things. One asked for him to pray for rain while the other asked to pray that it did not rain. What did the man do? He prayed for whatever Allah knows is best. From this story, we can see that while we are encouraged to ask for our duʿās, we should always ask Allah to give us what is best for us, and to trust Him.

Why do you think we should pray for what is best for us? Well, Allah is All-Merciful, and He loves us. He is also All-Knowing, and He knows what we do not know. Think about an iceberg. We can only see what is on the surface above the water, but we can't see what is below. Similarly, there is a lot we cannot see or don't know that Allah does know. Today, we are going to do an activity that will help us see why we should rely on Allah's decisions.

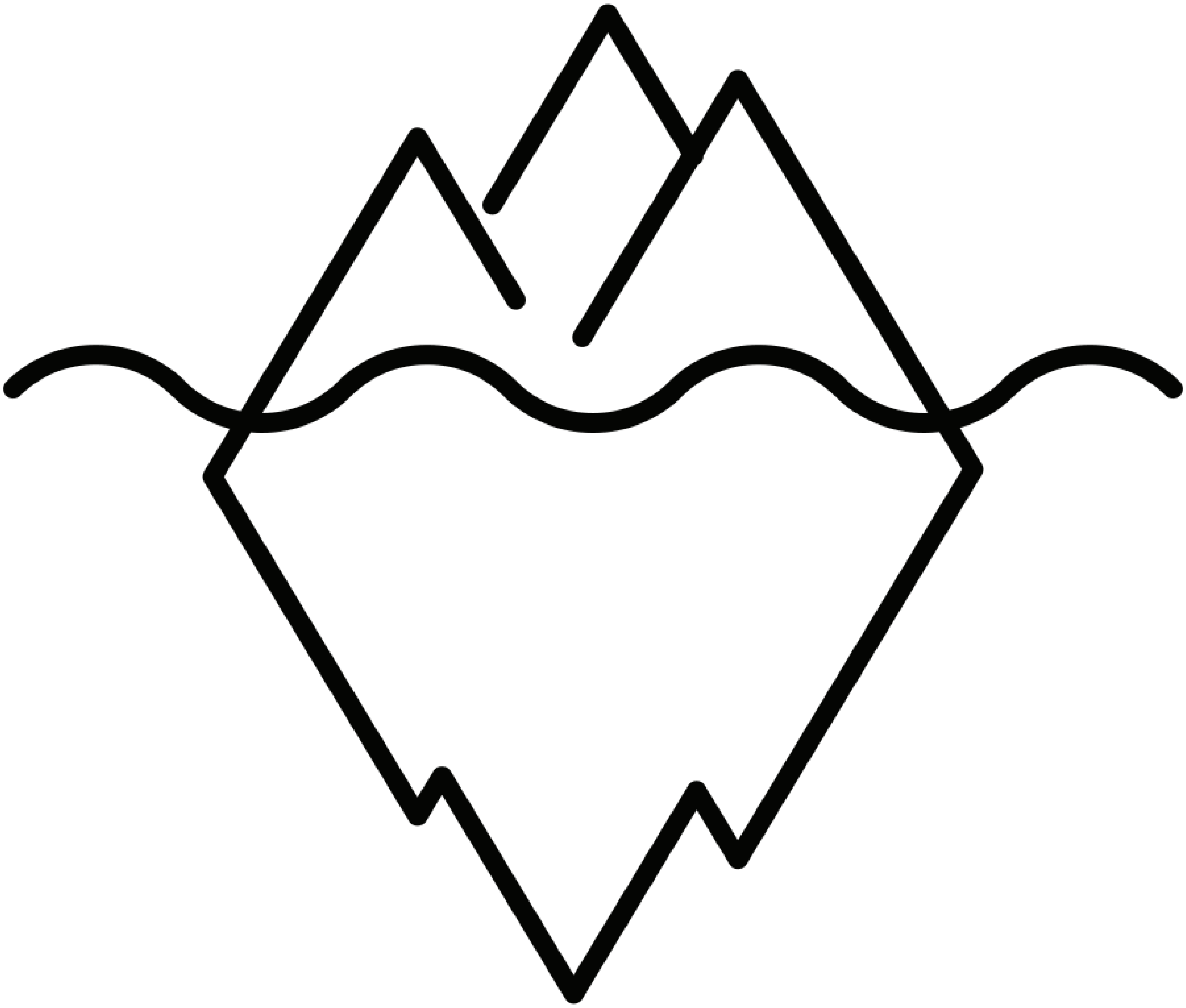


Suggested Ages: 5+

Time: 30 minutes

Materials:
- Iceberg coloring page
- Crayons/colored pencils

Procedure:
1. Color the picture of the iceberg however you like.
2. Think: what things do we know and can see in our daily lives? Write those down in the section above the water.
3. What are some things that we might not know about, and only Allah knows? Write those down in the section below the water.
4. Remember: we can't always see the whole picture, so we should ask Allah for help since He can.



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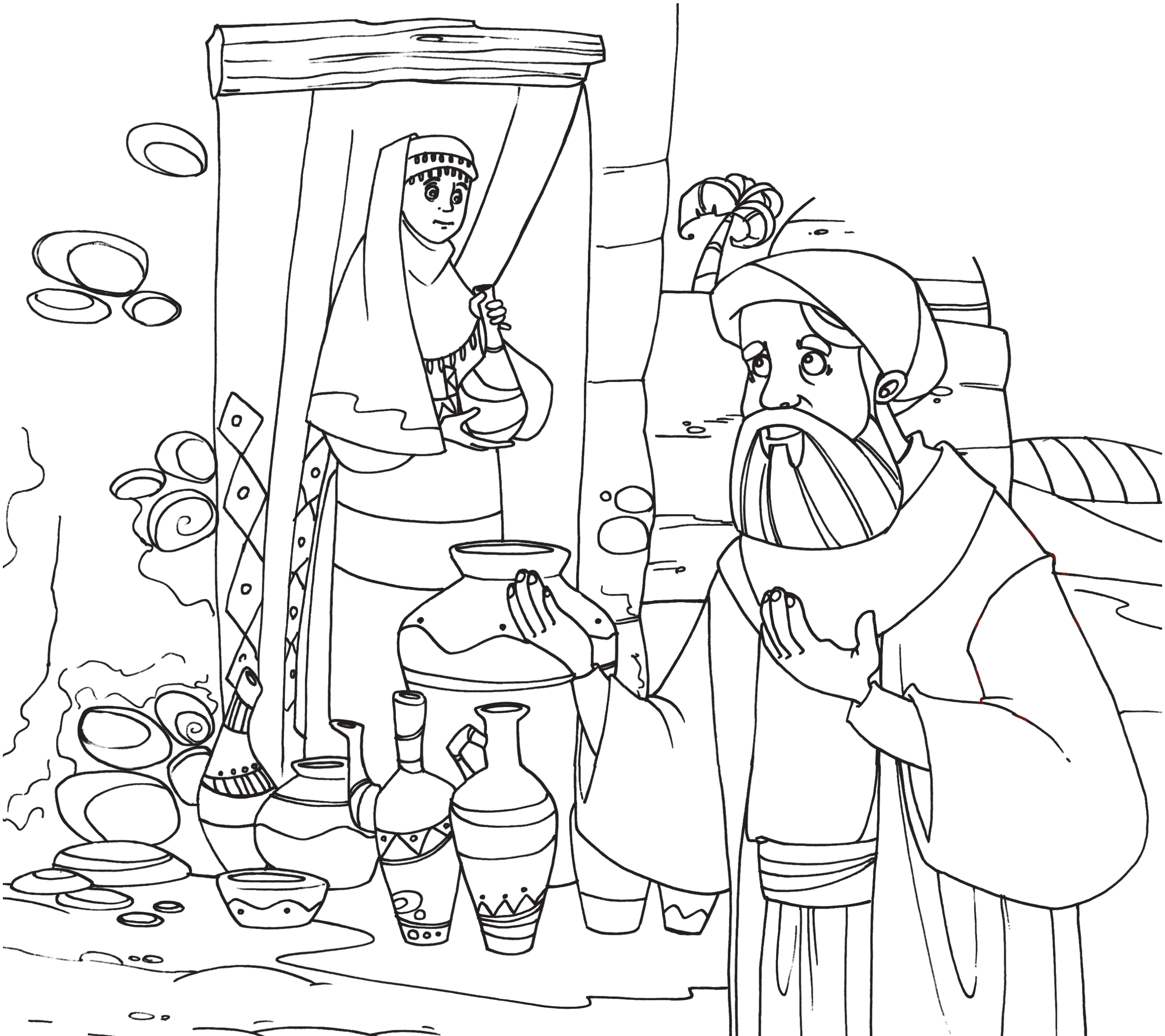
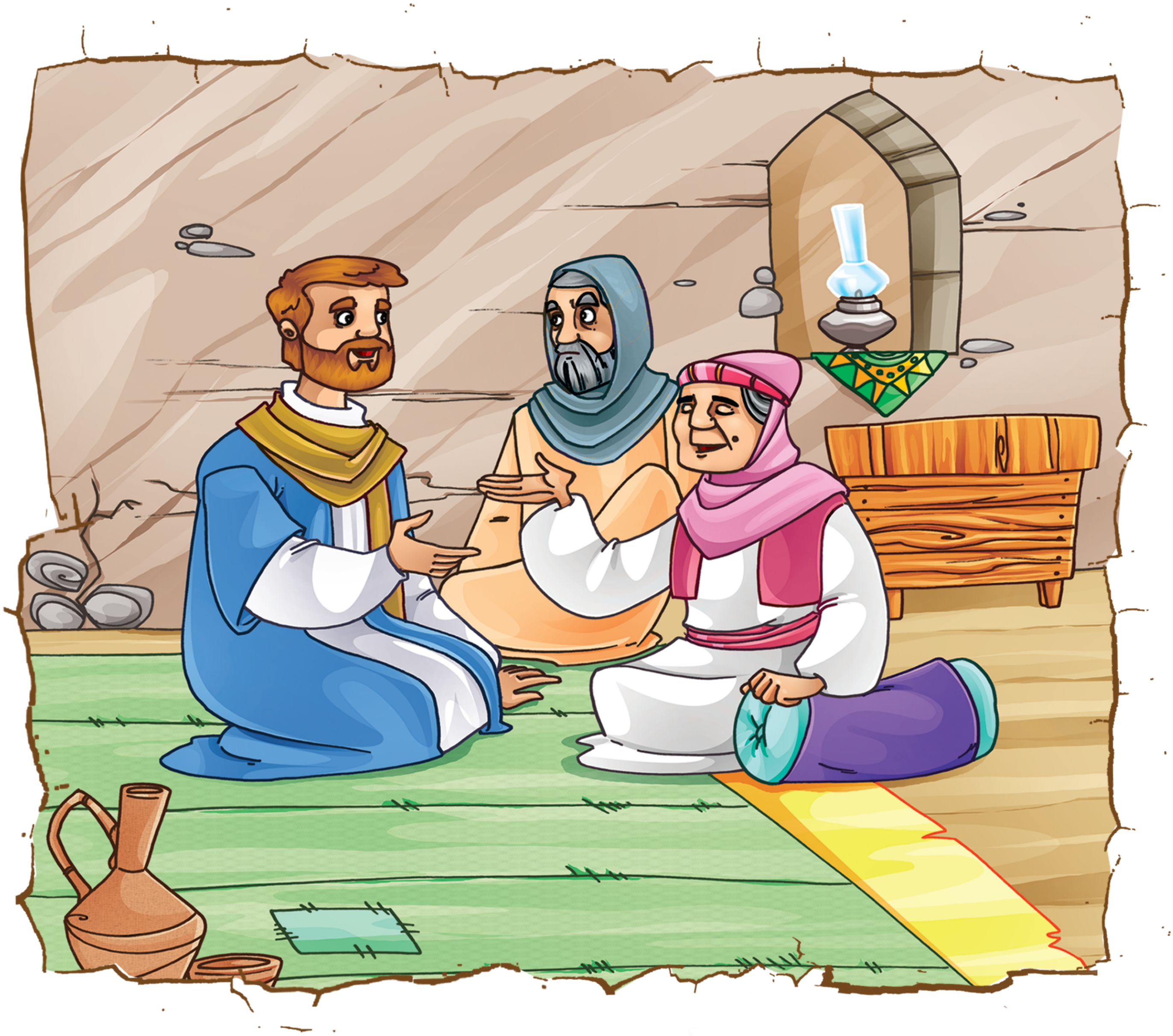


Lesson 6 - Be Kind to Your Parents



وَ بِالْوَالِدَينِ إِحْسَانًا

And be good and kind to your parents.

Sūrah al-Baqarah, Verse 83

There was once a man who had just become a Muslim! Because he was new to Islam, he wanted to make sure that he was living his life in a way where Allah would be happy with him. He was the only one in his family who had become a Muslim, so he wondered, **If I am a Muslim and my parents are not Muslim, should I stay away from them? Should I refuse to help them?**

He decided to seek an answer for his question from the wisest person of his time: Imām aṣ-Ṣādiq (ʿa). After exchanging *salāms*, he asked the Imām (ʿa), "My dear mother is very old and she has lost her sight. Can I help her and my father even though they are not Muslim? How should I treat them?"

"Of course you should help them!" replied the Imām (ʿa). "In fact, you should be more kind and loving than ever before, especially to your mother since she has lost her sight."

After hearing this, the man felt relieved. He thanked the Imām (ʿa) and made his way back home. As soon as he saw his mother, he began to treat her better than ever before. He cooked for her, fed her, washed her clothes, and kept the house nice and tidy. He showed both of his parents a lot of love and care.

His mother was surprised. She was not used to her son being this kind to her. One day, she asked, "My dear son, when you used to follow our religion, you never treated me this well. Now that you follow Islam, why do you show me so much more love?"

Her son smiled and replied, "My Imām taught me that Muslims should have good behavior and be especially kind and loving toward their parents."

She paused for a moment and asked, "Can I please meet your Imām?"

"Of course! I would love to introduce you to him!" he answered.

The next day, he took his mother to visit the Imām (ʿa). They had a conversation about some of the beautiful teachings of Islam, and she immediately fell in love with it. When she returned home, she couldn't stop thinking about what she had learned. She was most surprised by how Islam was so different to the rumors she had heard. She regretted having jumped to conclusions in the past. "Next time I hear about something, I'll be sure to research more," she promised herself. Day by day, she began to learn more and reflect more until one day, she, too, decided to become Muslim!

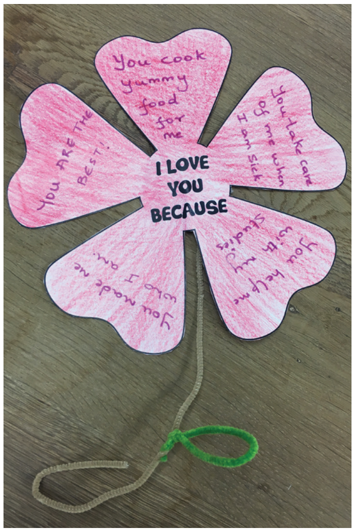
Uṣūl al-Kāfī, Chapter on Parents, Ḥadīth #11

مَنْ أَرْضَى وَالِدَيْهِ فَقَدْ أَرْضَى اللهَ

Prophet Muḥammad (ṣ):
Whoever makes his mother and father happy has indeed made Allah happy.

Kanz al-ʿUmmāl, Vol. 12

Lesson 6: Be Kind to Your Parents


You cook yummy food for me
You take care of me when I am sick
I LOVE YOU BECAUSE
You help me with my studies
You made me who I am
You ARE THE BEST!

Objective: Children will learn about the importance of parents and learn practical ways to please Allah by being kind to their parents.

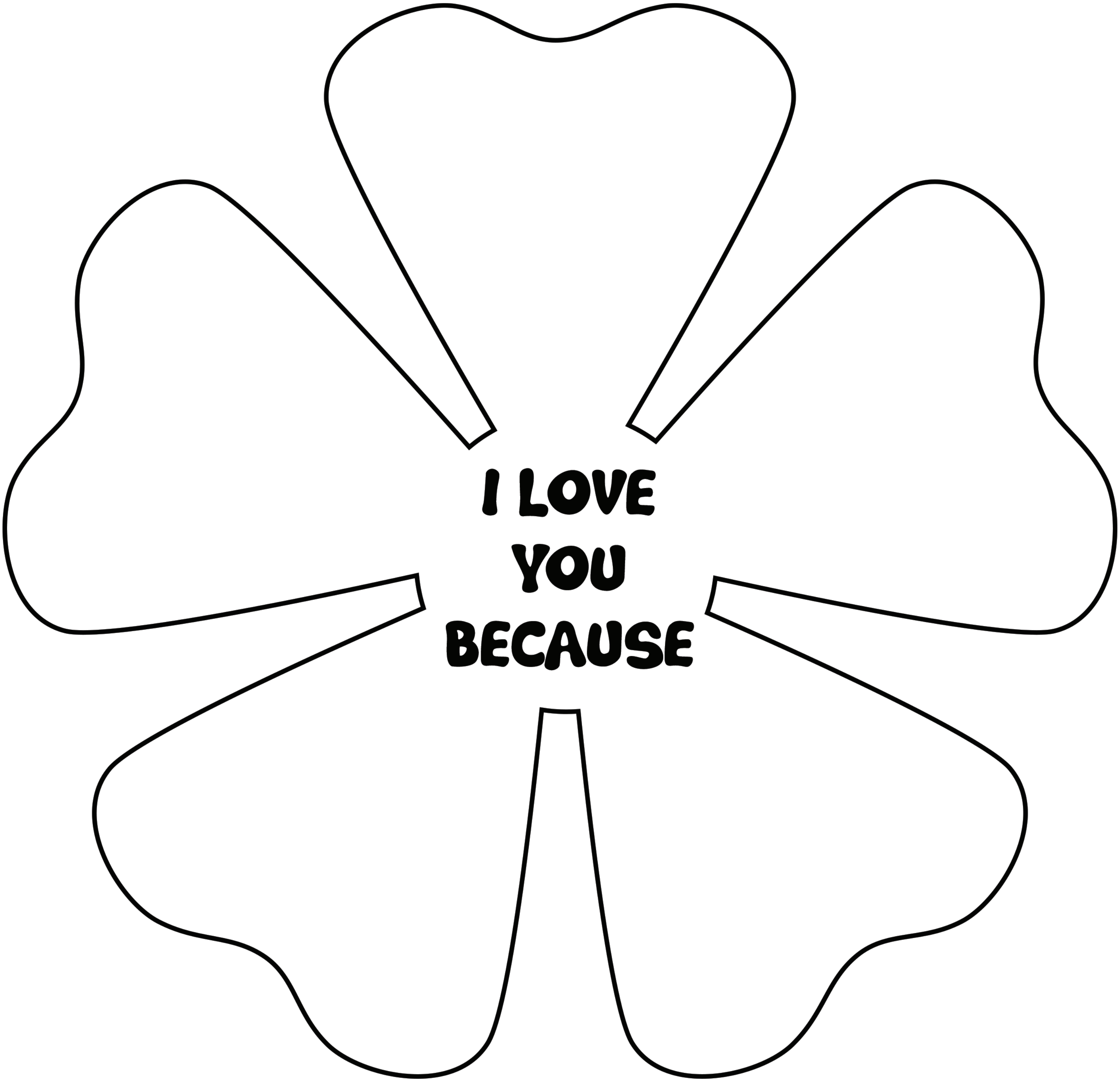
Suggested Ages: 5+

Time: 35 minutes

Materials:
- Family in Islam Lesson 11 Handout
- Flower template printed on white cardstock
- Pipe cleaners
- Markers/crayons
- Scissors
- Pipe cleaners
- Tape

Procedure:

1. **SAY:** How many of you have someone who takes good care of you? (Avoid using the word parent, assuming that there might be students who do not have this blessing in their life. Later stress upon the idea of being kind to parents in the discussion).
2. **SAY:** What are some things that they do for you? (Wait for students to respond.)
3. **SAY:** What are some kind gestures that we can do to thank these people and make them feel special?
4. Allow students to respond and share their thoughts. Write the words on a paper or whiteboard. (*Possible responses:* Say "I love you," make tea, get water for them, help them in the kitchen, get flowers, etc.)
5. **SAY:** Great responses! It is very important for us to show love and appreciation for these people in our lives. We should also try them very kindly! Our parents especially do a lot for us, and Allah tells us in the Qurʾān that we should treat them very well. In Sūrah al-Baqarah, Verse 83, Allah tells us, *"Wa bil-wālidayni iḥsānā," "And be good and kind to your parents."* Let's see how the Ahlul Bayt (ʿa) have taught us about respecting our parents!
6. At this time, pass out a copy of the Lesson 11 Handout to each child. Select a child to read the story aloud, or narrate it yourself as children follow along.
7. **SAY:** Who can read the hadith at the bottom for me? Prophet Muhammad (ṣ) has said, *"Whoever makes his mother and father happy has indeed made Allah happy."*
8. Today, to show kindness to our parents, we're going to make flowers for them!
9. At this point, pass out the flower template to each child. Ask them to write one reason they love their parent(s)/caregiver(s) on each petal. They can then decorate/color the flowers and cut them out. Finally, have them tape a pipe cleaner on the back as a stem.



I LOVE
YOU
BECAUSE

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Lesson 7 - Seek Advice

وَ شَاوِرْهُمْ فِي الْأَمْرِ

And seek advice from others for
important matters [in your life].

Sūrah Āl-ʿImrān, Verse 159

One night, a man was fast asleep after a long day of work. In his dream, an angel came to him and said, "You will live half of your life while you are rich and comfortable, and you will live the other half of your life while you are poor and troubled. Which half do you want to live first?"

He thought for a moment but still felt unsure. "I need to ask my wife for advice before making a decision," he told the angel. You see, he and his wife would always consult each other before making important decisions.

The next morning, he told his wife about the dream. "Which one do you think I should choose first?" he asked her. She suggested that he ask Allah for the easy part of life to come first. He agreed and took her advice.

From that day forward, the man and his wife lived a rich and comfortable life for many years, and they would always thank Allah for giving them so many blessings! They even decided to share their wealth with the poor.

As the good times were coming to an end, the same angel came back to his dream and said, "The time to live in comfort is almost over, but since you and your wife were thankful and generous, Allah wants you to live the second half of your life in comfort and wealth also!"

The man woke up and rushed to share the good news with his wife. They were both filled with joy, and would go on to thank Allah and help the poor more than ever before. He turned to his wife and thanked her for giving him such good advice.

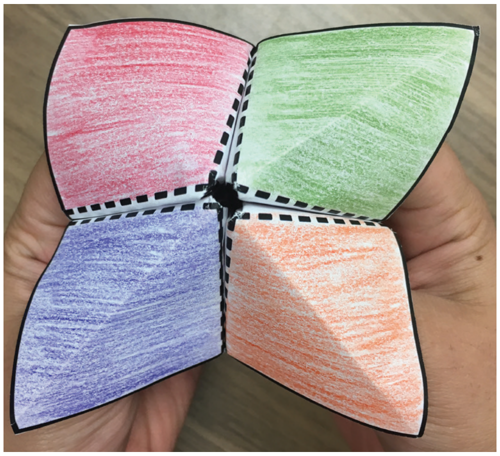
Biḥār al-Anwār, Vol. 68, P. 55

لَا نَدِمَ مَنِ اسْتَشَارَ

Prophet Muḥammad (ṣ):
There is no regret for the one who asks for advice
[from the right people].

Biḥār ul-Anwār, Vol. 75, P. 83

Lesson 7: Seek Advice



Objective: Children will learn about the importance of asking others for advice in difficult situations or when they need help, and whom they should ask.

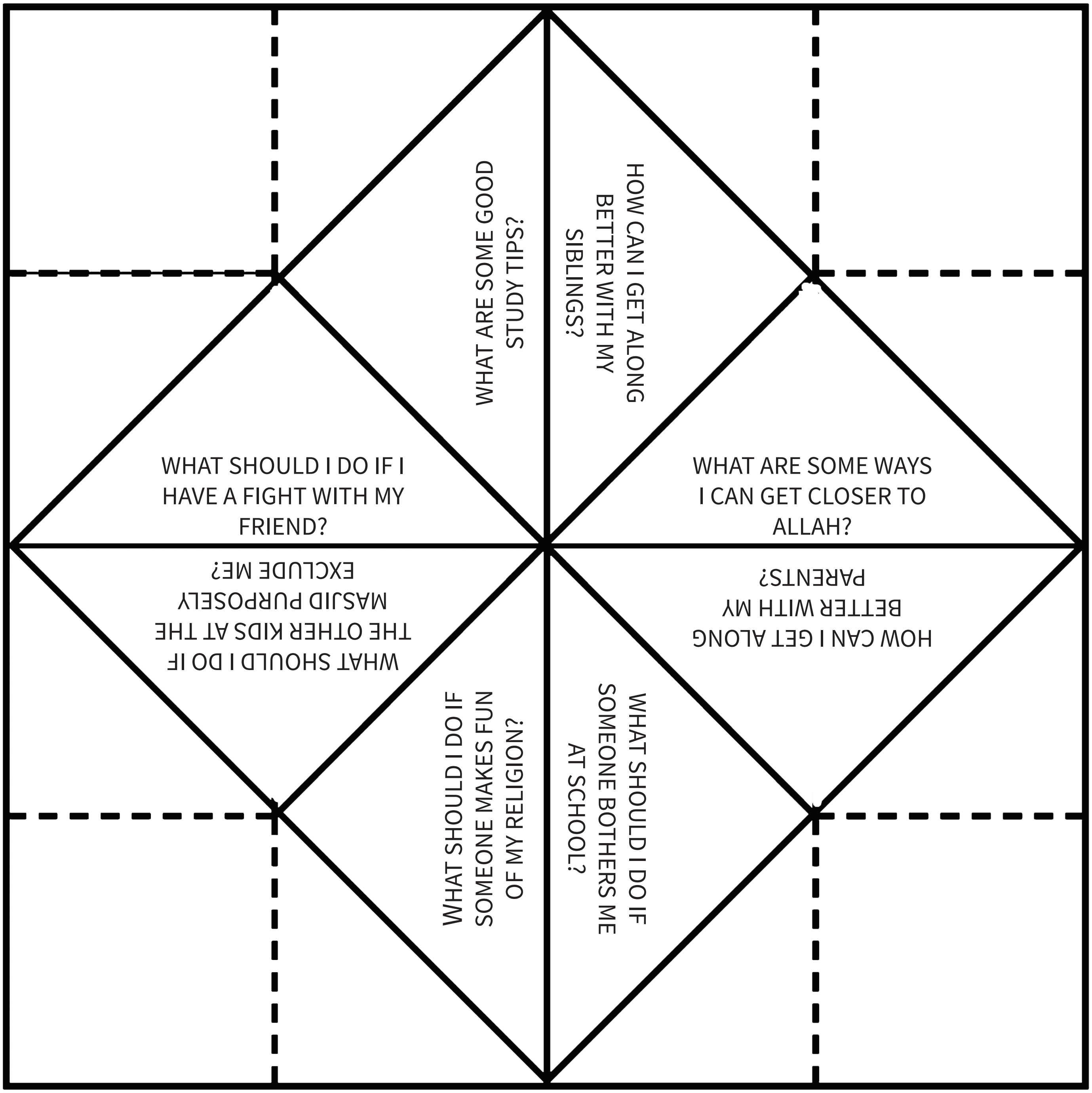
Suggested Ages: 5+

Time: 35 minutes

Materials:
- Family in Islam Lesson 2 Handout
- Fortune teller template
- Markers
- Scissors

Procedure:

1. **SAY:** What does the word advice mean to you? (Wait for responses.)
2. **SAY:** Has anyone ever given you advice? What advice did they give you? (Wait for responses.)
3. **SAY:** Good! Those are all great examples of advice. Did you know that Allah tells us in the Qurʾān, *"And seek advice for important matters in your life"?* Why do you think we should seek advice? (Wait for responses.)
4. **SAY:** Yes, exactly! When we ask for advice, it helps us make better decisions. Also, sometimes people have more knowledge and wisdom, which will help you see something in a different way. From whom do you think we should seek advice? (Wait for responses.)
5. **SAY:** Yes, your parents, ʿālims, teachers, aunts, uncles, and grandparents are also excellent people whom you can turn to for advice. They probably have a lot of wisdom and knowledge that will help you make good decisions! Let's look at an example of what happens when we seek advice and how it can help us!
6. At this time, pass out a copy of the Lesson 12 Handout to each child. Select a child to read the story aloud, or narrate it yourself as children follow along.
7. When you are finished reading the story, **SAY:** What can we learn from this story? (Wait for responses.)
8. **SAY:** Yes, exactly! Seeking advice can help us make good decisions. Also, when we are grateful and thank Allah, and use His blessings properly, He actually increases our blessings! Let's practice giving and taking good advice!
9. At this time, pass out a copy of the fortune teller template to each child. Walk them through the steps on how to make it *(they are also included on the bottom of each template).*
10. They should color the 4 squares on each corner a different color (e.g., red, blue, yellow, and green).
11. Then, they can either write numbers (i.e., 1-8) or draw different symbols (e.g., heart, diamond, flower, star, etc.) in the remaining 8 triangles.
12. When they are done putting it together, they can go around and ask each other for advice. Or, more importantly, they can go ask trusted adults for advice to the questions!



WHAT ARE SOME GOOD STUDY TIPS?

HOW CAN I GET ALONG BETTER WITH MY SIBLINGS?

WHAT SHOULD I DO IF I HAVE A FIGHT WITH MY FRIEND?

WHAT ARE SOME WAYS I CAN GET CLOSER TO ALLAH?

WHAT SHOULD I DO IF THE OTHER KIDS AT THE MASJID PURPOSELY EXCLUDE ME?

HOW CAN I GET ALONG BETTER WITH MY PARENTS?

WHAT SHOULD I DO IF SOMEONE MAKES FUN OF MY RELIGION?

WHAT SHOULD I DO IF SOMEONE BOTHERS ME AT SCHOOL?

1. Cut out the square above around the solid lines.
2. Fold the square shape in half diagonally to form a triangle.
3. Fold the triangle in half to form a smaller triangle. Then, unfold the triangle to return to the square shape.
4. Fold the corners of the center of the square. Then flip the paper over.
5. Fold the corners to the center of the square.
6. Fold and unfold the bottom section of the square up to the top.
7. Fold and unfold the left section of the square to the right.
8. Place the four corners of you square in the center of the square, and you are ready to play!

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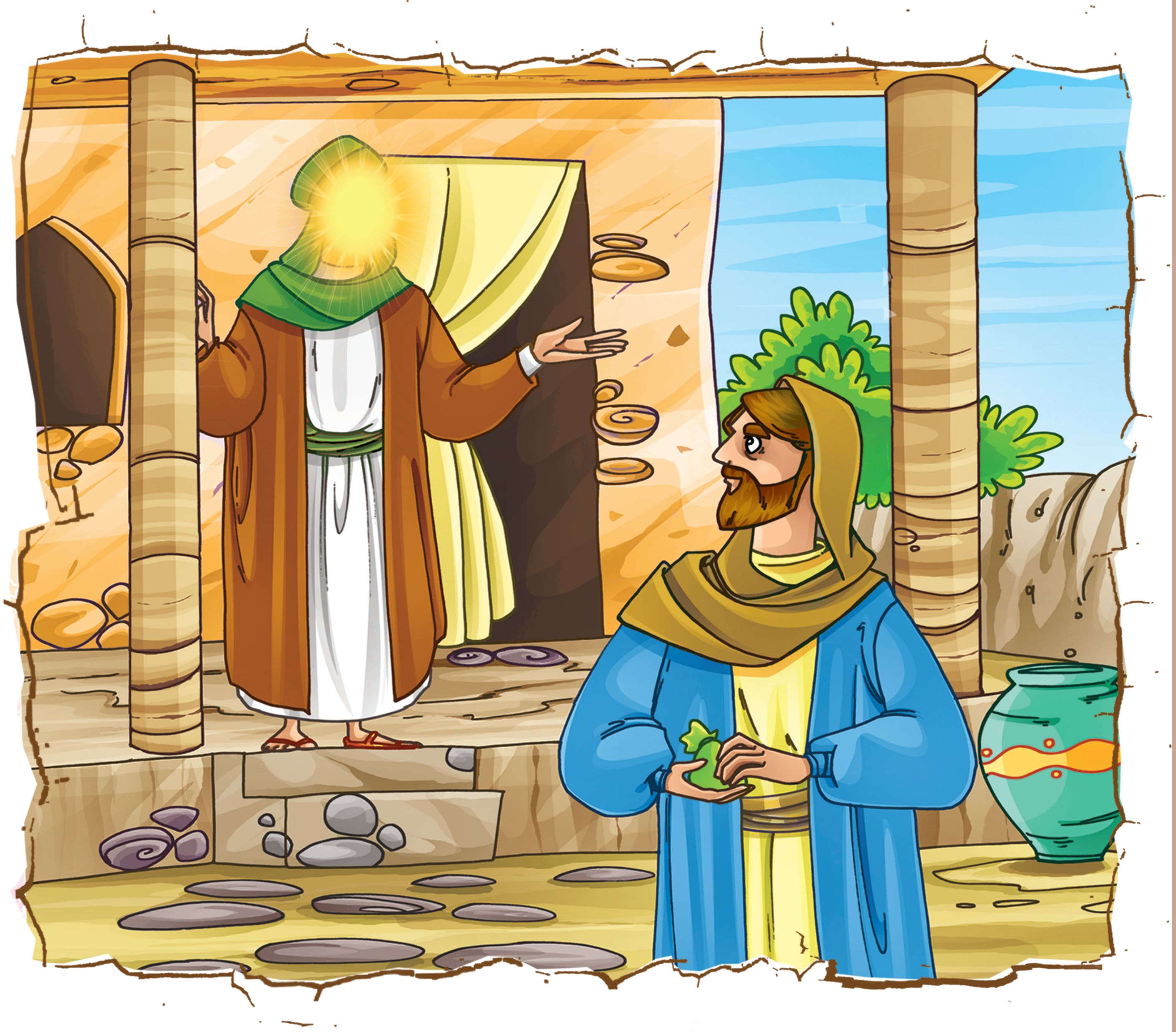
Lesson 8 - Family Secrets



لَا تَتَّخِذُوا بِطَانَةً مِّنْ دُونِكُمْ

Do not tell your secrets to just anyone.

Sūrah Āl-ʿImrān, Verse 118

A man was once feeling very worried and stressed about his problems, so he went to Imām aṣ-Ṣādiq (ʿa) to tell him all about them.

The Imām (ʿa) listened carefully and tried to put himself in the man's shoes. He lifted his hands up and prayed, "May Allah remove all of your hardships!" The Imām (ʿa) then comforted the man and gave him enough money to help him fix his problems.

Whenever I need help, the Imām always gives me more than I could imagine, the man thought. **His prayers alone would have been plenty!**

As he was leaving, the Imām (ʿa) gave him a piece of advice: "Be careful not to tell your secrets to just anybody," he said. "When people hear about your problems, they might lose respect for you. Also, not everyone knows how to give good advice."

The man thanked the Imām (ʿa) and decided to be more careful about sharing his problems with others. As he walked away, he thought to himself, **Thank God I have someone like the Imām to turn to for advice!**

Biḥār al-Anwār, Vol. 47, P. 34

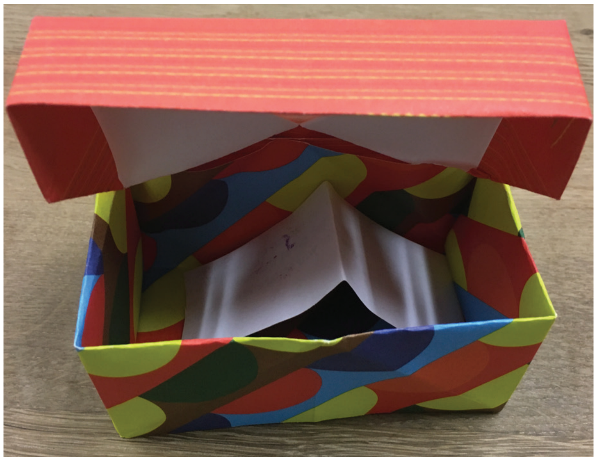
إِحْفَظْ لِسَانَكَ تَعِزَّ

Imām Mūsā al-Kāẓim (ʿa):

If you watch what you say, you will have more honor and respect.

Biḥār ul-Anwār, Vol. 75, P. 83

Lesson 8: Protect Your Family Secrets



Objective: Children will learn about the importance of protecting our secrets and not sharing them with just anyone.

Suggested Ages: 5+

Time: 35 minutes

Materials:
- Family in Islam Lesson 13 Handout
- Origami paper
- Markers

Procedure:

1. **SAY:** Salāmun ʿalaykum! We're going to play a fun game today called telephone! I'm going to whisper a secret into the ear of the person next to me. Then, (s)he will whisper it into the ear of the person next to him/her, and so on. But, one important rule: you cannot repeat what you said! The last person in the circle must say the secret out loud.
2. Begin by whispering into the ear of the person next to you: "If you watch what you say, you will have more honor and respect." Once you reach the last person, have them say the phrase out loud. It will most likely be completely wrong by this time, and the children will probably laugh.
3. Once students have settled down, **SAY:** What I actually said was, *"If you watch what you say, you will have more honor and respect."* This is a ḥādīth from our 7th Imām, Imām Mūsā al-Kaẓim (ʿa).
4. **SAY:** So, what are some lessons we can learn from this game? (Wait for responses. Someone will probably mention that we have to be very careful when we talk and spread news.)
5. **SAY:** Yes, we must be very careful when spreading news. It could be that we heard something wrong. We also shouldn't share secrets because other people might not protect them. This is actually advice given to us by our Imāms (ʿa)! Just like the ḥādīth we learned, we should be careful about what we tell others. Let's see what else the Ahl al-Bayt (ʿa) have taught us about protecting our secrets!
6. At this time, pass out a copy of the Lesson 13 Handout to each child. Select a child to read the story aloud, or narrate it yourself as children follow along.
7. After reading the story, **SAY:** So, what can we learn from this story? (Wait for responses until someone mentions that we should only tell our problems/secrets to trustworthy and wise individuals who can help us.)
8. **SAY:** Yes, exactly! If we have a problem and need help, we should not just tell anyone, but be wise about whom we trust. Some people we can go to are our parents, teachers, ʿālims, grandparents, and so on! In general, we should be very careful of protecting our secrets. This is kind of like a treasure box. You don't show your treasure to just anyone — you keep it safe! So, today, we are going to make treasure boxes, to remind ourselves to protect our secrets! Only special people — like parents, ʿālims, and grandparents — should be trusted with these treasures.
9. At this time, pass out 2 pieces of origami paper to each child. Walk them through the steps for making an origami box.
10. View the steps here: https://www.youtube.com/watch?v=1KGUoAPU45s
11. When they are done, they can cut out the "Protect your secrets!" strip and put it inside as a reminder.

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Protect your
secrets!

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secrets!

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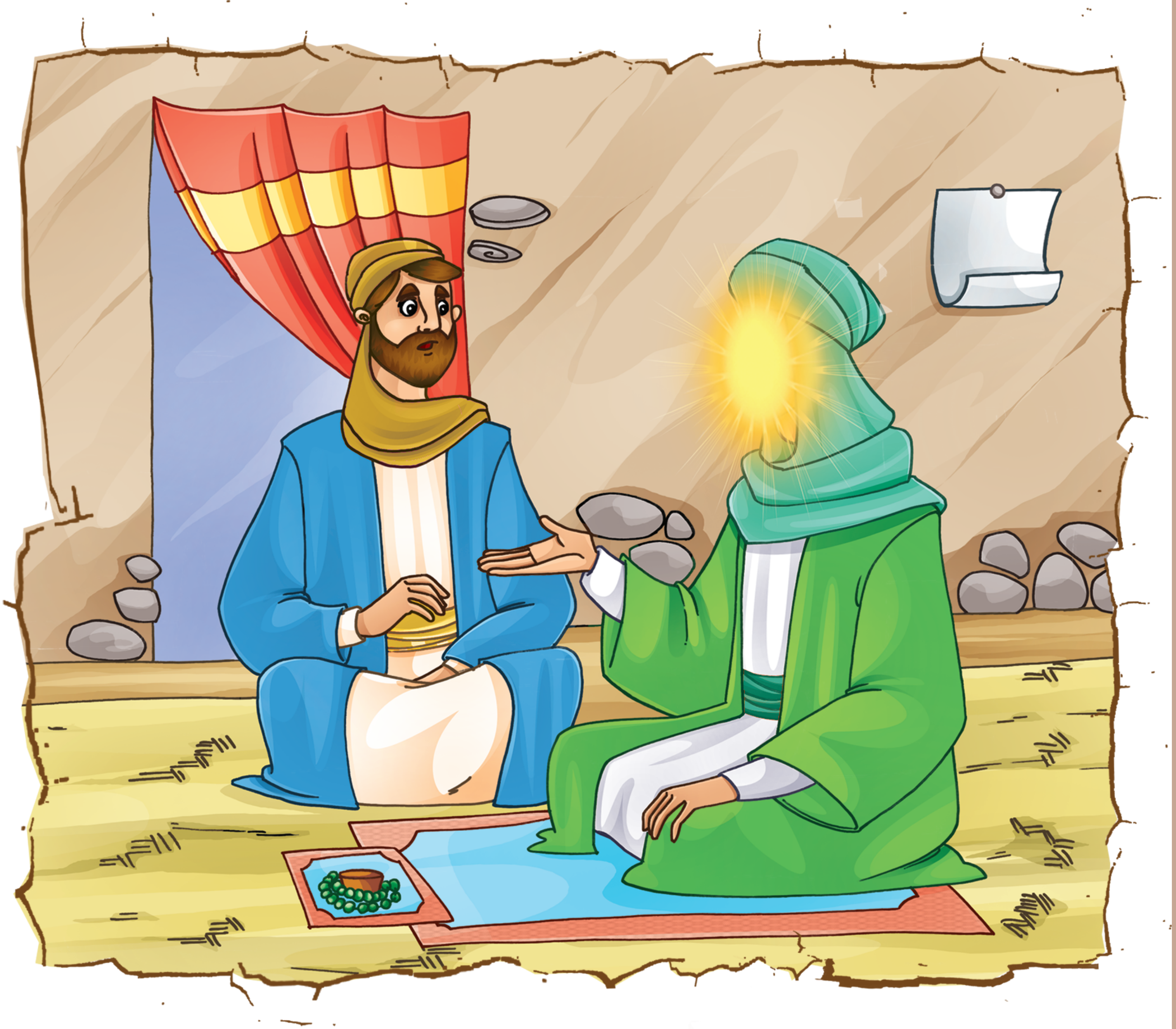
Lesson 9 - Speak Nicely



وَ قُل لِّعِبَادِى يَقُولُوا الَّتِى هِىَ أَحْسَنُ

Tell My servants to speak in the best way.

Sūrah al-Isrāʾ, Verse 53

There was once a man who loved Imām aṣ-Ṣādiq (ʿa) very much and would visit him quite often.

One night, while the man was having a chat with his mother, the conversation turned into an argument. In anger, he began to raise his voice and say cruel things.

Early the next morning, he went to the masjid for prayer. After he finished praying, he got up to greet the Imām (ʿa). But before he could say anything, the Imām (ʿa) asked, "Why did you speak harshly with your mother last night?"

Surprised that the Imām (ʿa) knew about it, he hung his head in shame. The Imām (ʿa) continued, "Be careful about how you speak to others, especially your mother. She is the one who brought you into this world, fed you when you were hungry, and cradled you in her arms." The Imām (ʿa) then reminded him to always speak nicely to people, especially parents and elders.

The man took this advice seriously. As soon as he reached home, he apologized to his mother, kissed her hand, and asked her for forgiveness.

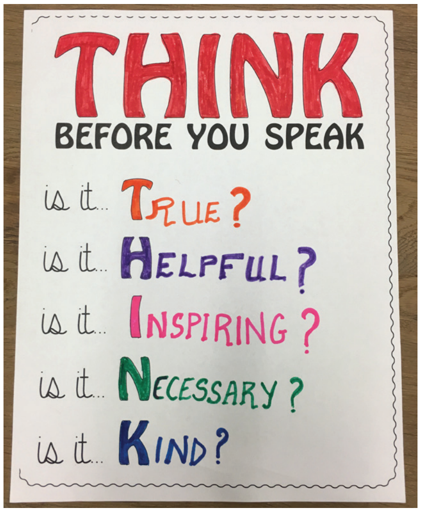
Biḥār al-Anwār, Vol. 47, P. 72

أَجْمِلُوا فِي الْخِطَابِ تَسْمَعُوا جَمِيلَ الْجَوَابِ

Imām ʿAlī (ʿa):
Speak to others nicely, and you will also hear a nice reply from them.

Ghurar al-Ḥikam, P. 436

Lesson 9: Speak Nicely



Objective: Children will learn about the importance of speaking nicely to others and thinking before we speak.

Suggested Ages: 5+

Time: 35 minutes

Materials:
- Family in Islam Lesson 14 Handout
- THINK Poster template **OR** White 11x17 Paper
- Markers
- Crayons/Colored pencils

Procedure:

1. **SAY:** Salāmun ʿalaykum! Today, we're going to talk about a very important topic, and this is using our tongue in the proper way! Who can tell me how we should speak to each other? (Wait for responses.)
2. **SAY:** Yes, it is very important that we speak to others kindly! We should only use good words and avoid bad words. Why is it important that we only use the good words and not the bad words? (Wait for responses.)
3. **SAY:** Yes, exactly! We don't like it when others speak to us in a bad manner, as this hurts our feelings. So, we should also make sure that we only speak to others in a way that we like to be spoken, too. And most importantly, this is how Allah and our Maʿṣūmīn (ʿa) have told us to talk to each other. Imām ʿAlī (ʿa) has said, *"Speak nicely with others, and you will also receive a nice reply."* Who wants to hear a story from our Imāms (ʿa)?
4. At this time, pass out a copy of the Lesson 14 Handout to each child. Select a child to read the story aloud or narrate it yourself as children follow along.
5. When you are done reading the story, **SAY:** So, what can we learn from this story? (Wait for responses until someone mentions that we should speak kindly to others, and especially to our parents and elders.)
6. **SAY:** Yes, exactly! We should always speak kindly to others, and especially to our parents. Before speaking, we should always be careful about what is coming out of our mouths. Today, we're going to make posters that we can hang in our rooms! These will remind us that we should always THINK before we speak.
7. At this time, either pass out the THINK poster template OR, if you would like students to make their own posters, pass out one sheet of 11x17 paper to each child.
8. At the top of the paper, they should write, "THINK before you speak…"
9. Underneath, they should write THINK as an acrostic poem, with the following lines:
    - Is it True?
    - Is it Helpful?
    - Is it Inspiring?
    - Is it Necessary?
    - Is it Kind
10. Of course before any of these, you should think if it will make Allah happy.
11. Refer to the picture to see the layout. It would be helpful to make a sample ahead of time for children to see.
12. Afterwards, they can decorate their posters as they like.

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THINK

BEFOREYOUSPEAK

is it...T

is it...H

is it...I

is it...N

is it...K

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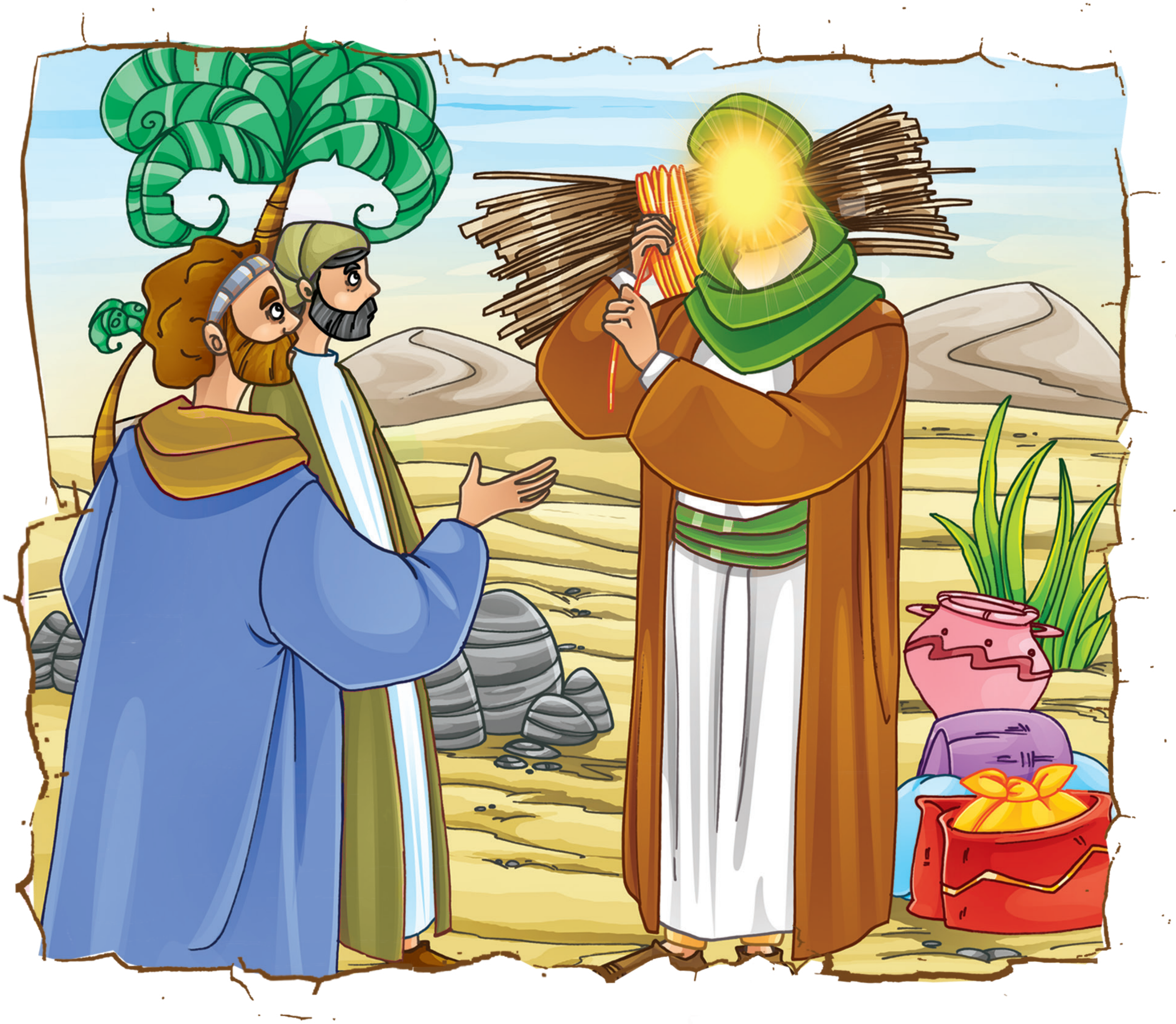
Lesson 10 - Work as a Team



وَ تَعَاوَنُوا عَلَى الْبِرِّ وَ التَّقْوَى

And help each other be good and God-conscious.

Sūrah al-Māʾidah, Verse 2

One summer afternoon, the Prophet (ṣ) decided to go on a trip with three of his friends. On the way, they stopped outside town to pray and have lunch. After prayer, they decided to each take a task to prepare lunch.

"I will go get the meat!" one person volunteered.

"I will cook the meat!" another offered.

"Leave it to me to set the tablecloth!" said the third.

"And I will gather the firewood," volunteered the Prophet (ṣ).

All three men said, "O Prophet of Allah! Please sit down and rest. Give us the honor of preparing the food for you!"

The Prophet (ṣ) thanked them for their kindness and said, "I'm sure that you can handle it on your own, but I also want to help. Allah does not like it when a group travels together and someone does not pitch in to help with the work."

He then set out to collect firewood. Within the hour, they were all gathered around the tablecloth enjoying a delicious meal together.

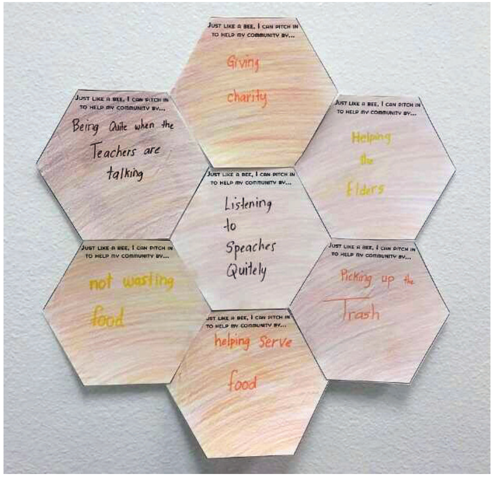
Biḥār al-Anwār, Vol. 5

خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاس

Prophet Muḥammad (ṣ):
The best people are those who are most helpful to others.

Kanz al-ʿUmmāl, Vol.1, P.142

Lesson 10: Teamwork


JUST LIKE A BEE, I CAN PITCH IN TO HELP MY COMMUNITY BY...
Giving charity
JUST LIKE A BEE, I CAN PITCH IN TO HELP MY COMMUNITY BY...
Being Quite when the Teachers are talking
JUST LIKE A BEE, I CAN PITCH IN TO HELP MY COMMUNITY BY...
Helping the Elders
JUST LIKE A BEE, I CAN PITCH IN TO HELP MY COMMUNITY BY...
Listening to Speaches Quitely
JUST LIKE A BEE, I CAN PITCH IN TO HELP MY COMMUNITY BY...
not wasting food
JUST LIKE A BEE, I CAN PITCH IN TO HELP MY COMMUNITY BY...
Picking up the Trash
JUST LIKE A BEE, I CAN PITCH IN TO HELP MY COMMUNITY BY...
helping Serve food

Objective: Children will learn about the importance of teamwork strengthening our communities and that by doing our part, we can go further.

Suggested Ages: 5+

Time: 40 minutes

Materials:

- Family in Islam Lesson 15 Handout
- Honeycomb template
- Brown and yellow crayons or colored pencils
- Tape or stapler

Procedure:

1. **SAY:** Prophet Muhammad (ṣ) once said, *“The best people are those who are most helpful to others.”* What do you think this means? (Wait for answers.)
2. **SAY:** Great answers! The Prophet (ṣ) is saying that the best people are those who are able to help others. Why do you think these are the best people? (Wait for responses.)
3. **SAY:** Yes, exactly! By helping each other, we are able to do a lot more and get much further! People who benefit others are good and God-conscious because they do things to make Allah happy. When we help each other, we can do the best job, complete our task in less time. Plus, it is easier to achieve what we want and it is also fun to work together! When working as a team, do you think it’s ok for anyone to sit out while the others work? (Wait for responses.)
4. **SAY:** You’re right! Everyone should pitch in to help. What if the Prophet (ṣ) or an Imām (ʿa) were on your team? Do you think they would pitch in?
5. **SAY:** Yes, of course! In fact, let’s read a story to see what I mean!
6. At this time, pass out a copy of the Lesson 15 Handout to each child. Select a child to read the story aloud or narrate it yourself as children follow along.
7. When you are done reading the story, **SAY:** Why do you think they divided the work? (Wait for responses until someone says that it would take less time.)
8. **SAY:** Yes, exactly! It would save them more time. So, what can we learn from this story? (Wait for responses until someone mentions that teamwork is important and helps us learn many good and important skills, like sharing, problem solving, accepting each other, etc.)
9. **SAY:** Excellent! Another lesson we can learn is that as Muslims, we should always try to work as a team and look for positives in each other. By doing this, we can help our community grow stronger and do more! Most importantly, Allah will be happy with our teamwork! Can anyone think of any animals in nature that work together? (Wait for responses.)
10. **SAY:** Yes, great answers! Bees are one example of insects who work together. By working as a team, they are able to produce lots of yummy honey! From honeybees, we learn how to obey Allah, work together, work hard to earn our food, be efficient, and care about our communities! So, today, we are going to make our own honeycomb! I’m going to give you one part of the honeycomb. Inside it, you are going to write or draw what you can do to help your community. Can anyone think of some examples? (Allow students to give examples and write these on the whiteboard).
11. At this time, pass out a copy of the honeycomb to each child. When they are done writing/drawing, they can color it brown/yellow and cut it out. Then, arrange all the pieces together to make one large communal honeycomb to hang up as a reminder or all the things we can do together to make a successful community!

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Just like a bee, I can pitch in to help my community by...

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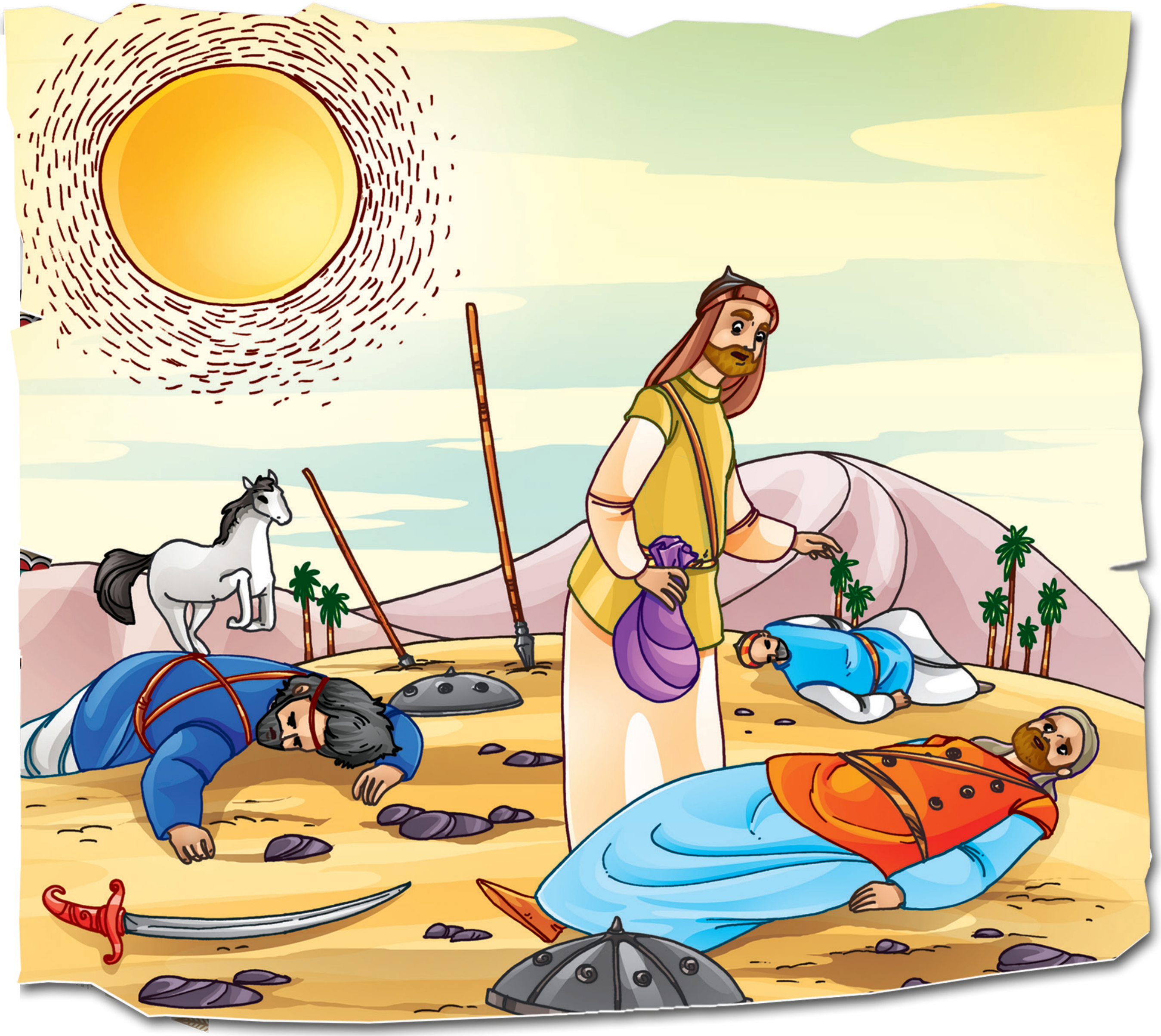
Lesson 11 - Treat your Friends like Brothers or Sisters



إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ

Surely, believers are brothers (and
sisters) to each other.

Sūrah al-Ḥujurāt, Verse 10

It was a very hot day on the battlefield, and the soldiers were defending Islam bravely. After the war ended, I was walking amongst the injured. I saw that one of the soldiers had lost a lot of blood and felt very thirsty, so I rushed to bring him some water.

The fallen soldier held me and said, "Brother, please take this water to the other soldier first. He's more thirsty than I am!"

I did as he said and ran towards the second soldier. However, when I offered it to him, he pointed to the third soldier and weakly said, "He's more thirsty than I am. Give the water to him."

When I reached the third fallen soldier, I saw that he had already become a martyr. So, I rushed back to the second soldier, but he, too, had become a martyr. I then rushed to the first soldier, but by that time, he had also joined his two brothers as a martyr. I was amazed by how they were all so willing to put the needs of others before their own!

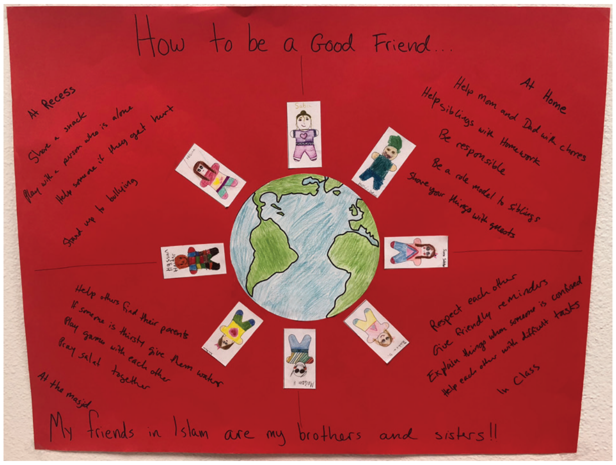
Shahīd Muṭahharī, Vol. 17, P. 389

اِلْقَ اَخَاكَ بِوَجْهٍ مُنبَسِطٍ

Prophet Muḥammad (ṣ):
Greet your friends with a smile on your face.

Mīzān al-Ḥikmah, #113

Lesson 11: Treat your friends like your brothers or sisters


How to be a Good Friend...
At Recess
Share a snack
Play with a person who is alone
Help someone if they get hurt
Stand up to bullying
At Home
Help mom and Dad with chores
Help siblings with Homework
Be responsible
Be a role model to siblings
Share your things with guests
Help others find their parents
If someone is thirsty give them water
Play games with each other
Pray salat together
At the masjid
Respect each other
Give friendly reminders
Explain things when someone is confused
Help each other with difficult tasks
In Class
My friends in Islam are my brothers and sisters!!

Objective: Students will learn about brotherhood/sisterhood in Islam

Suggested Ages: 5+

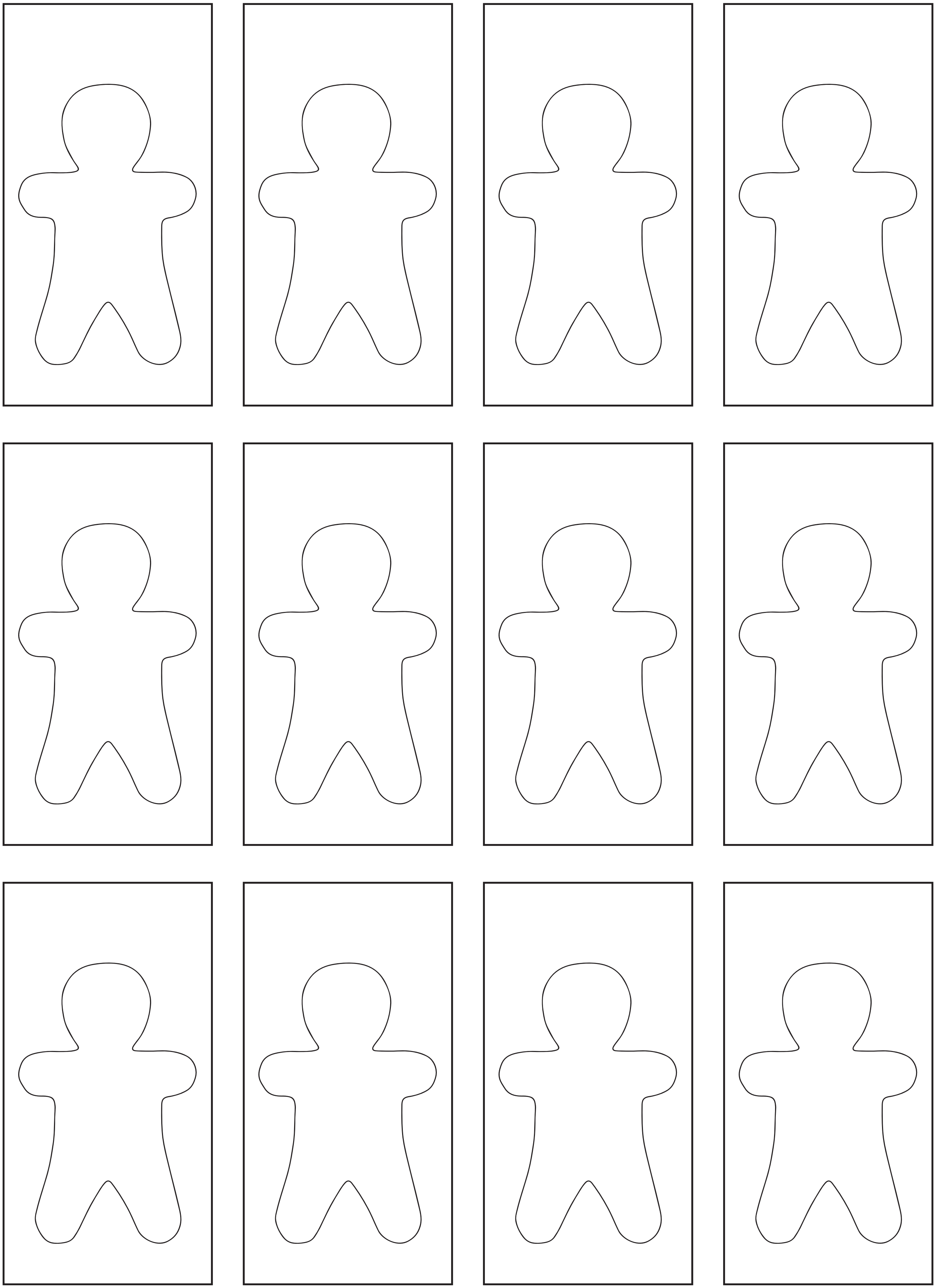
Time: 40 minutes

Materials:
- Friends Are Like Brothers Lesson 11 Handout
- Body cut outs template
- Earth template
- 1 brightly colored poster board
- Scratch paper and pencils (for group discussions)
- Markers/Coloring pencils
- Scissors
- Glue

Procedure:

1. **SAY:** Salāmun ʿalaykum everyone! Today we will be beginning a series of lessons on friendship in Islam. What are some good characteristics of a friend or what are some good things that we should do as a friend? (Wait for responses)
2. **SAY:** Mashāʾ Allāh. You have some very good points about being a good friend. How does being a good friend help others be good Muslims? Or how does having good Muslim friends help you be a good Muslim? (Wait for responses)
3. **SAY:** We have some good suggestions. Let’s look at verse 10 from Sūrah al-Ḥujurāt: *“Indeed, the believers are brothers to each other.”* What does that say about the friendship of the believers; the friendship of Muslims working to be near to Allah? (Wait for responses)
4. **SAY:** This verse is telling us that in Islam, our friends are so important that they are our brothers and sisters, and having the same goal of doing good deeds and growing near to Allah bonds us together. Let us look at how strong the bonds of friendship and brotherhood can be in Islam.
5. At this time pass out a copy of the Lesson 1 handout to each child. Have a child read it aloud or read it to the children as they follow along.
6. After reading the story **SAY:** How far were all of these soldiers willing to go for each other? What sacrifice did they make as brothers in Islam? (Wait for responses)
7. **SAY:** Yes, all of these soldiers were more worried about each of their other friends than they were about themselves. They were willing to die of thirst trying to make sure their brothers in Islam got water first.

8. **SAY:** Now there are much simpler and smaller ways we can take care of our friends and build a brotherly and sisterly relationship with them that are very effective. Today we are going to think about different ways we can be a good friend throughout the day in different settings.
9. At this time, hand out one body cutouts to each child. The body cutouts should remain in the boxes so that they can write their names in the space above or below the outline of the body cutout
10. Have the children design and color their body cutout to look like themselves and have them write their name above or below their body form
11. Have some of the children color the Earth template together.
12. While the children are coloring, mark a 1 ½ inch margin at the top of the poster board and a 1 ½ inch margin at the bottom of the poster board
13. Have one child write in the top margin: How to Be a Good Friend, and have another child write in the bottom margin: My Friends in Islam Are My Brothers and Sisters.
14. Help the children affix the Earth template in the center of the remaining space on the board between the two phrases.
15. Once the Earth is glued to the center, lightly mark two lines dividing the empty spaces into four quarters.
16. Next glue all of the body cutouts around the Earth cut out and leave enough room for writing around the ring of friends.
17. Label the four quarters of the poster board. There should be one category for each quarter:
    - how to be a good friend in class,
    - how to be a good friend at recess,
    - how to be a good friend at the masjid,
    - and how to be a good friend at home
18. Divide the children into four groups, one for each category written on the board. Give each group on scratch paper and pencil with a designated note taker for each group. Each group should discuss how they can be a good friend in their category of friendship (class, recess, masjid, or home). The note takers should write down the answers they come up with.
19. Then bring the children all back together and have them share their answers for their categories. As they share their answers, write them down on the poster board in the relevant quarter of the poster board (ie as the group discussing good friendship in class shares their answers, write them down in the area of the poster board labeled: how to be a good friend in class)



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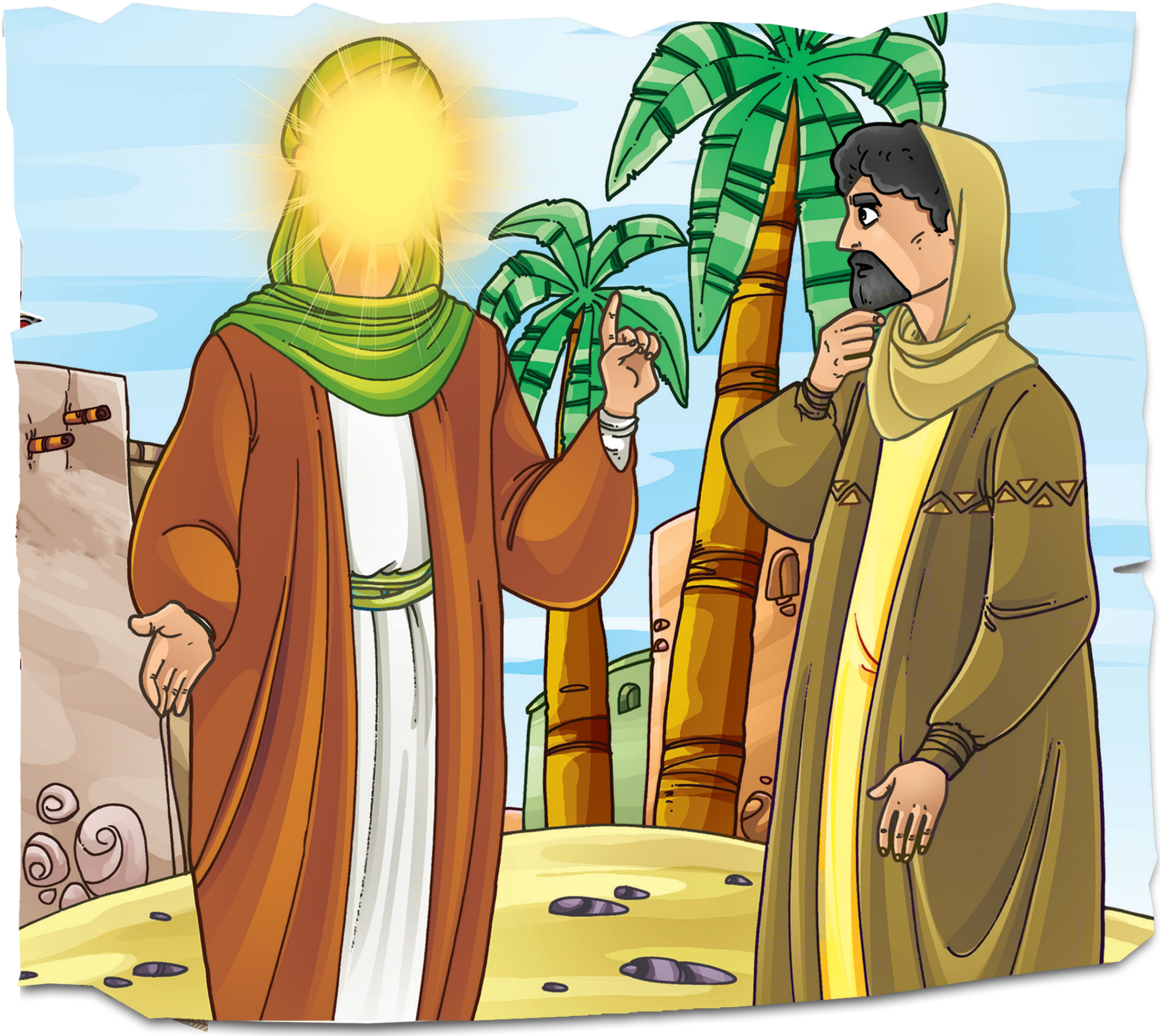
Lesson 12 - Choose Honest People to be your Friends



وَكُونُوا مَعَ الصَّادِقِينَ

Be with the truthful

Sūrah at-Tawbah, Verse 119

There was once a man who loved Imām Ḥasan (ʿa) very much, so he asked him, Can I be your friend?"

"Yes, of course. We are already friends," answered the Imām (ʿa).

"But I want to be a close friend, not just any friend," the man insisted.

The Imām (ʿa) looked at him with kindness and replied, "Being a close friend has certain conditions. My closest friends should have three traits:

1. they do not praise me falsely, because I know myself better than anyone;
2. they do not lie to me, because lying is bad; and
3. they do not gossip."

The man stayed silent because he knew that he did not meet those conditions. But with hope in his eyes, he told the Imām (ʿa), "O Imām, please give me some time to develop these traits."

The Imām (ʿa) smiled and hugged the man. He comforted the man by telling him that they would soon become the best of friends, inshāʾAllāh, and that his company is always welcome. The man felt ever more inspired to become a better person and try to change his bad habits.

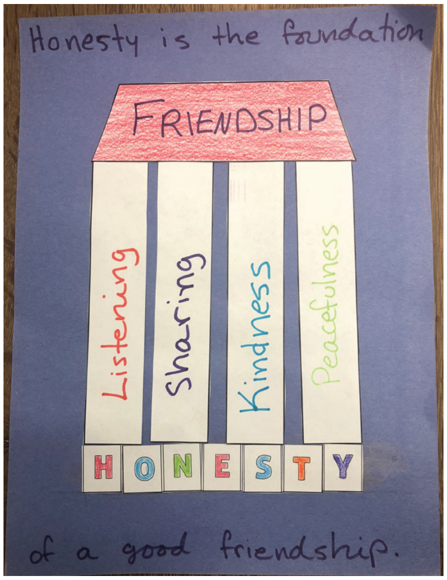
Kalimāt al-Imām al-Ḥusayn (ʿa), P.16

إِيَّاكَ وَ مُصَاحَبَةَ الْكَذَّابِ

Imām Muḥammad al-Bāqir (ʿa):
Beware of making friends with a liar.

Al-Kāfī, Vol. 2, P. 376

Lesson 12: Choose Honest People to Be Your Friends



Objective: Children will learn about picking honest friends and being careful who they associate with

Suggested Ages: 5+

Time: 40 minutes

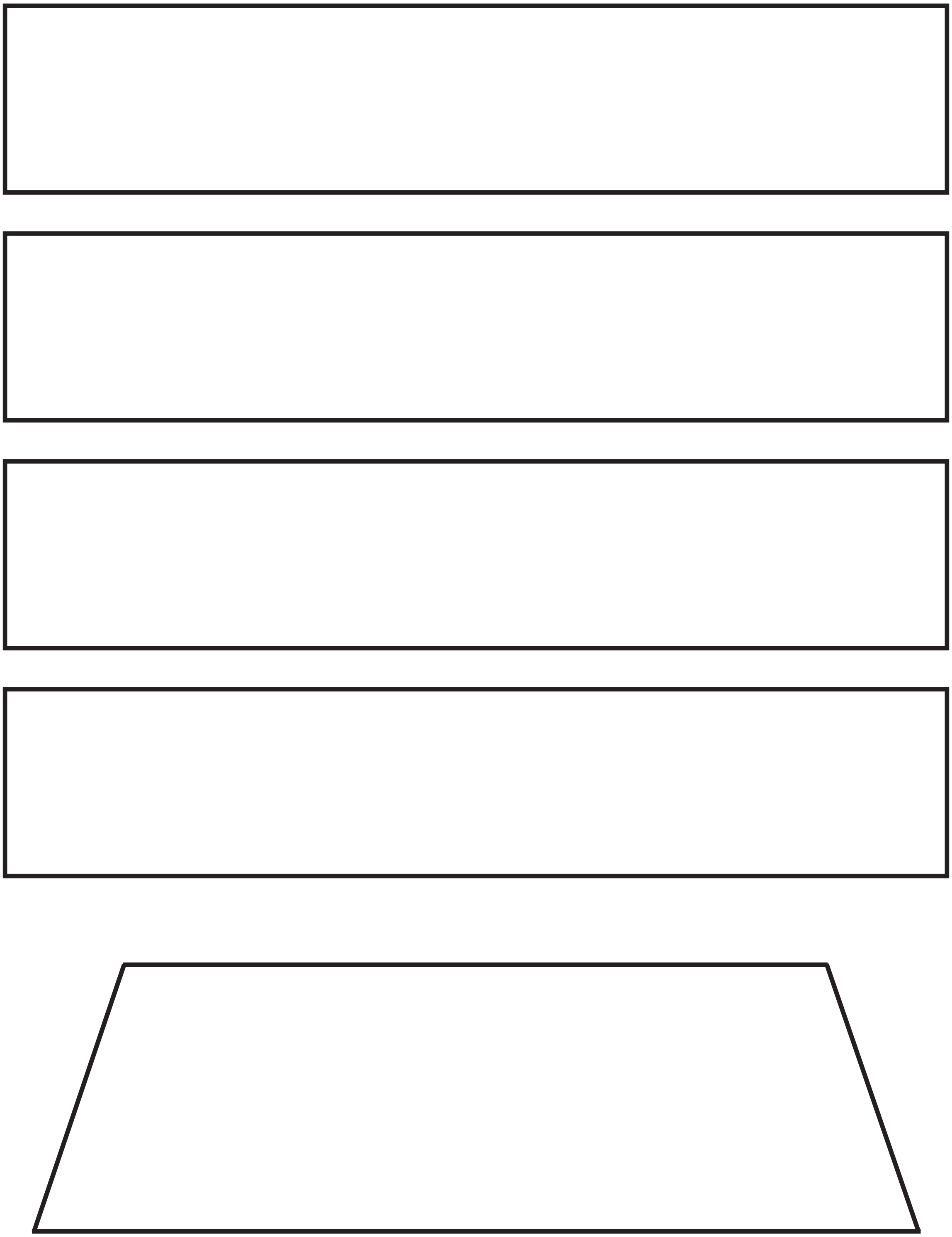
Materials:

- Pick Honest Friends Lesson 12 Handout
- Friendship house template
- Construction paper
- Markers/ Coloring Pencils
- Scissors
- Glue

Procedure:

1. **SAY:** Salāmun ʿalaykum, my friends! As you know friendship is very important in Islam. But what kind of people should we be friends with? (Wait for responses.)
2. SAY: Okay, let us look at a verse from the Qurʾān. In Sūrah at-Tawbah we are told: *"And be with the truthful ones."* So what kind of friends do you think we should have? (Wait for responses)
3. **SAY:** Yes! We should look for friends who are truthful and honest. Honesty and telling the truth are a very important part of Islam. What is the opposite of honest?
4. **SAY:** Yes, the opposite of honest is dishonest. Anyone who is dishonest can lie and cheat and do other things that Allah does not like.
5. **ASK:** What would happen to us if we made friends with someone who is dishonest and is moving away from Allah?
6. **SAY:** Yes, we could end up being like them and start doing dishonest things that take us away from Allah. But what should we do if our brothers and sisters in Islam are struggling with honesty? Should we stay away from them?
7. **SAY:** Why don't we take a look at the example of Imām Ḥasan (ʿa), inshāʿAllāh.
8. At this time pass out a copy of the Lesson 2 handout to each child. Have a child read it aloud or read it to the children as they follow along.
9. When you are finished reading the story, **SAY:** Did Imām Ḥasan (ʿa) tell this man that they could never be friends, or did he give him hope of becoming a better person and being the best of friends with him? (Wait for responses)

10. **SAY:** Yes! Imām Ḥasan (ʿa) gave the man hope of becoming one of his best friends and of becoming a good Muslim! Being honest helps us to be good Muslims and good friends. Today we will make a friendship house that will show that honesty is the root and foundation of a good friendship.
11. At this time hand out the friendship house template
12. Have the children color all of the components of the Friendship House.
13. Next, have the children cut out the blocks with the letters. Help them arrange the blocks to spell out HONESTY. Explain to them that we should always work to build a foundation of honesty in our life.
14. Glue the HONESTY foundation pieces right side up at the bottom of the construction paper.
15. Now, in the columns of the house, have the children write other traits of a good friendship (kindness, sharing, humbleness, helpfulness, listening, understanding etc.)
16. After filling in the columns, have them cut out and position the columns upright above the foundation and glue them in place. This is the body of their house.
17. Then have the children write FRIENDSHIP in block letters on the roof piece, cut it out, and glue the roof piece to be above the columns.
18. Finally, in the remaining margins of the construction paper, have the children write the verse: “And be with the truthful ones” or they can write “Pick honest friends” or “Honesty is the foundation of friendship”
19. Also discuss with children undesirable characteristics that can damage a friendship or any relationship. Have them write these in the margins of the construction paper and then cross them out with big X’s.



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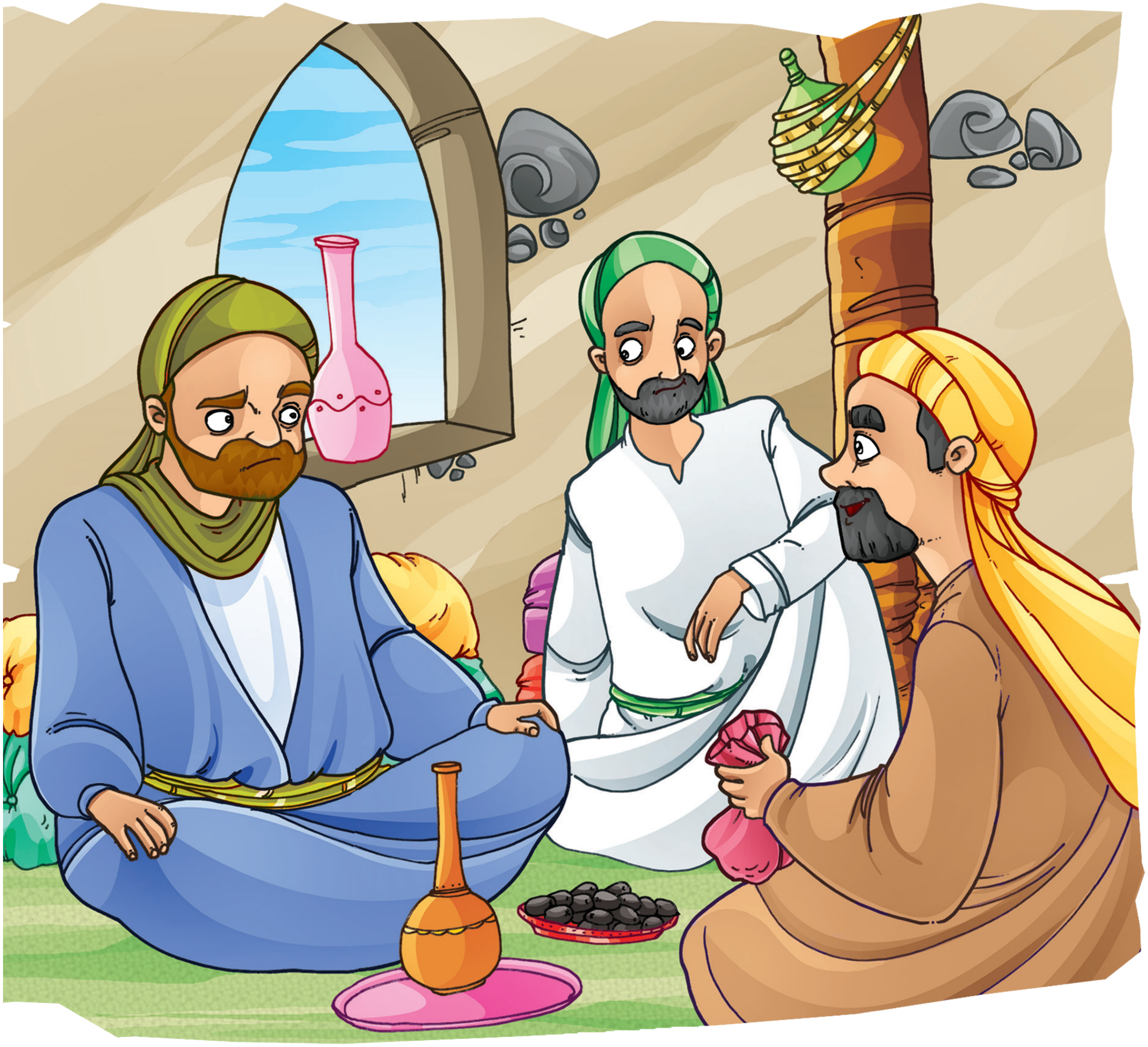
Lesson 13 - Bring People Together



فَأَصْلِحُوا بَيْنَ أَخَوَيْكُمْ

Make peace between your brothers (and sisters).

Sūrah al-Ḥujarāt, Verse 10

In the time of Imām aṣ-Ṣādiq (ʿa), there lived two friends who were so close that they were like brothers. One day, however, they got into an argument and stopped talking to each other. When a wise man named Zurārah noticed that the two men were mad at each other, he decided to invite them to his house. After a long conversation about what went wrong, Zurārah realized that the two men were disagreeing over money.

"Here," said Zurārah, "take this money." The two men looked at the money with surprise and confusion.

"Imām aṣ-Ṣādiq (ʿa) has told me that whenever two people argue over money, I should give them money on his behalf to help them solve their problem," he explained. "So I'm giving you this money, but only if you go back to being good friends and promise not to argue anymore."

Feeling ashamed, the two men looked at each other and hugged. They thanked Zurārah and left the house in a good mood.

Uṣūl al-Kāfī, Vol. 2, Ḥadīth #3-4

صِلْ مَنْ قَطَعَكَ

Prophet Muḥammad (ṣ):

If someone breaks their relationship with you, you should try to fix it.

Tuḥaf ul-ʿŪqūl, P. 305

Lesson 13: Bring People Together

My Friendship Tools

Objective: Children will learn about conflict resolution and how to use social tools to make peace between friends

Suggested Ages: 5+

Time: 40 minutes

Materials:
- Mediating Between Friends Lesson 13 Handout
- Toolbox template
- Tools and handle template
- Marker
- Scissors
- Glue

Procedure:

1. **SAY:** Salāmun ʿalaykum, children! We are learning that friendship is very important in Islam. What are some things we can do to have a good friendship with our friends? (Wait for responses)
2. **SAY:** Great responses! Now, our friends in Islam are our brothers and sisters in Islam. We are like a family working together to be good Muslims and grow closer to Allah. There is a part of a hadith from Imām ʿAlī (ʿa) that states: *"[and] be brothers to each other, O servants of Allah, and you will be prosperous with the everlasting bounty [of Allah]."* What does that mean?
3. **SAY:** Good! Allah will give us more blessings if we be good friends and brothers to each other. But what should we do if we get in a fight with one of our friends? (Wait for children to respond.)
4. **SAY:** Good responses. Now let's look at it another way. What if two of our friends are fighting with each other? What should we do then? (Allow children to make some suggestions.)
5. **SAY:** Okay, let's look at an example from one of the companions of Imām aṣ-Ṣādiq (ʿa).
6. At this time pass out a copy of the Lesson 3 handout to each child. Have a child read it aloud or read it to the children as they follow along.
7. When you are finished reading the story, **SAY:** So, when these two friends were fighting what did Imām aṣ-Ṣādiq's companion do? (This may require guidance but listen to the children's' responses first).

8. **SAY:** Yes, Imām aṣ-Ṣādiq’s (ʿa) companion stopped the fight between the two friends. Some of us may have learned before that there is a verse in the Qurʾān that says: *“And (making) peace is better”* (Sūrah an-Nisāʾ (4) Verse 128). When two of our friends are fighting with each other we should do whatever we can to make peace between the two friends. Today we will think of different ways that we can help our friends make peace. These will be the tools that you can use in the future, inshāʾAllāh!
9. At this time pass out the tool box template.
10. Have the children color and decorate the tool box and cut it out.
11. Then have the children fold the tool box along the solid lines forming the body of the box and the lid.
12. Have the children glue the side edges of the bottom flap and press it in place, forming a pocket to hold the tools.
13. At this time hand out the tools and handle template. Have them color and decorate all the pieces.
14. Then have them write on each tool different ways they can help their friends get along and resolve their conflicts (ie. sharing, listening, being inclusive, understanding, shaking hands, staying calm, bravery etc.)
15. Once they have written down their tools of conflict resolution, have them cut out their tools and the handle.
16. Folding the lid of the tool box down have the children glue the handle to the top of the tool box.
17. Finally, have the children tuck all of their tools into the pocket of their tool box.

My Friendship TOOLS

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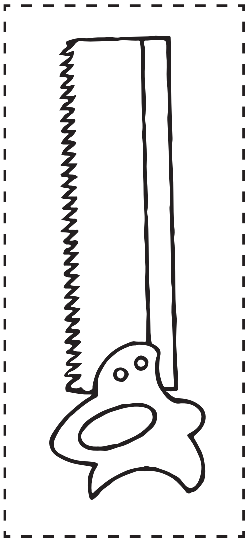

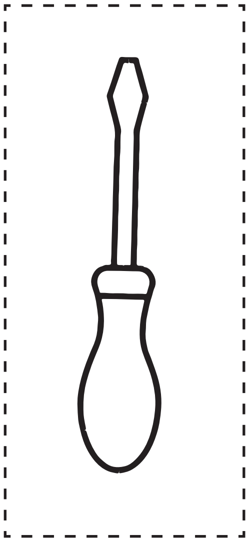

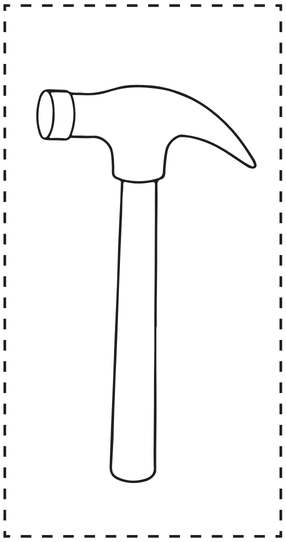

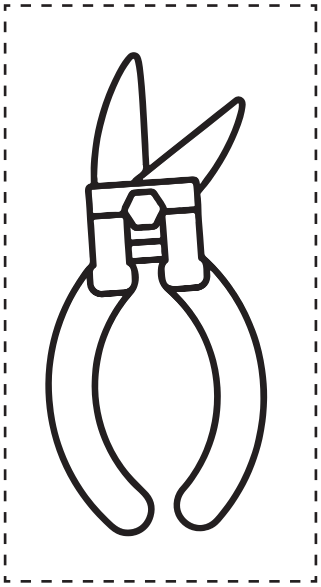

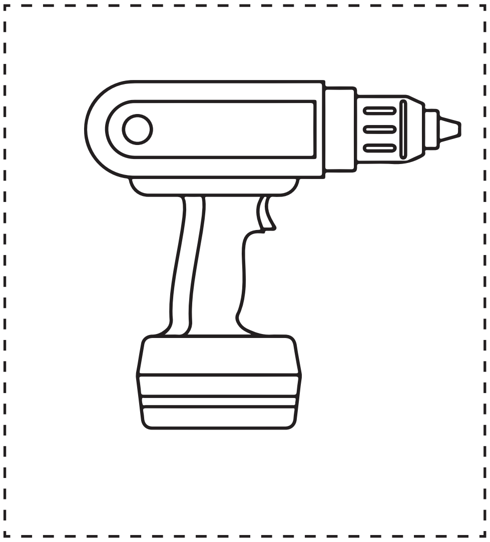

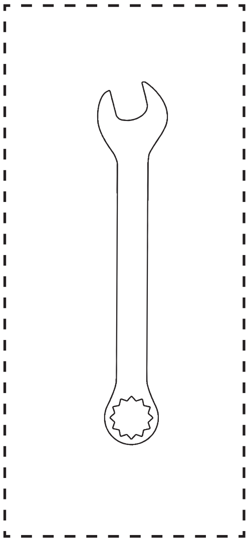

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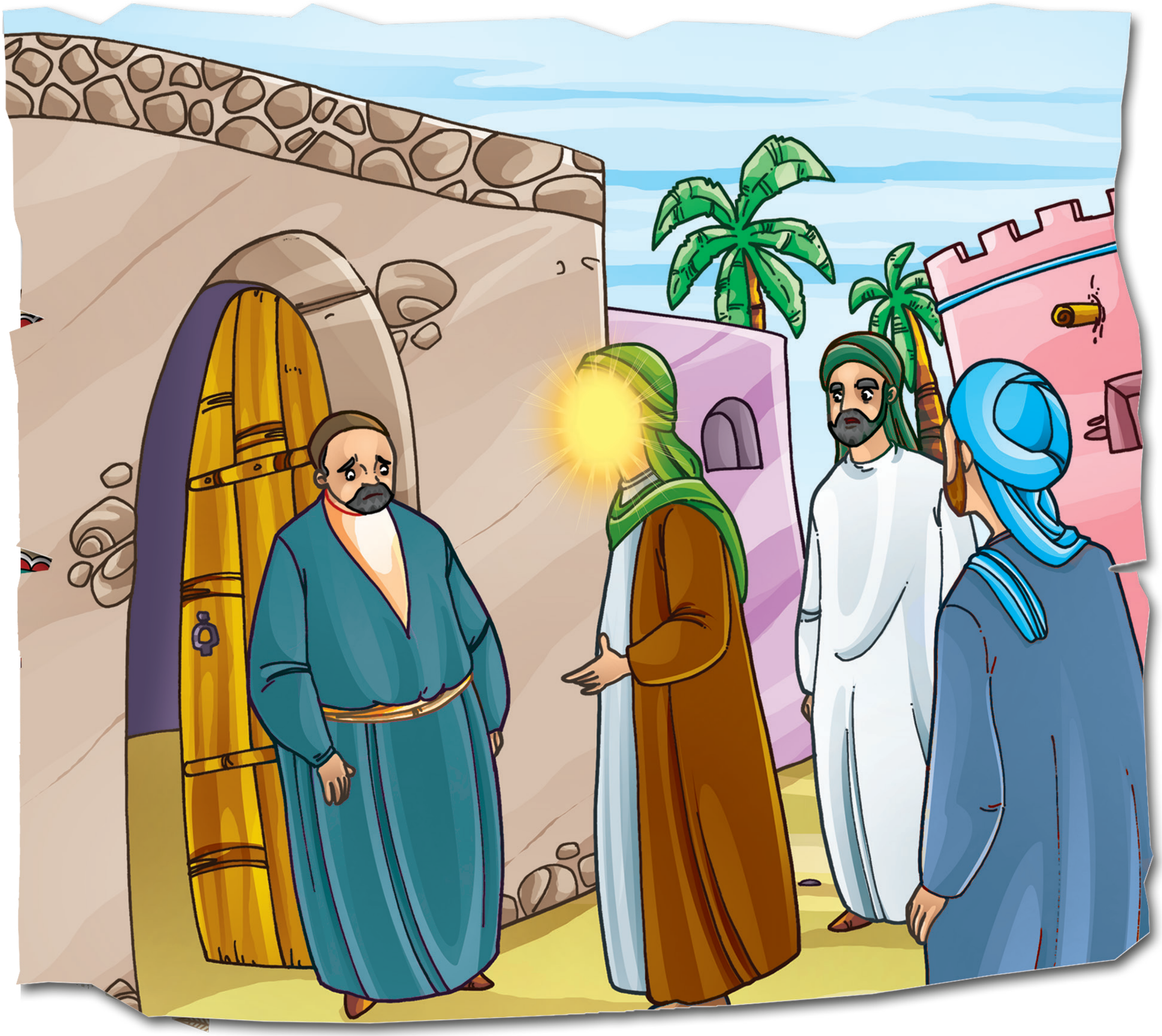
Lesson 14 - Avoid Name Calling



وَلَا تَنَابَزُوا بِالْأَلْقَابِ

And do not call each other bad names.

Sūrah al-Hujurāt, Verse 11

One day, Imām as-Sajjād (ʿa) was sitting with some of his friends, when a man came up to him and started calling him bad names. The Imām (ʿa) stayed patient and remained silent until the man finished and went home. Seeing this, his friends became enraged!

"How dare he talk to you like that!" exclaimed one friend.

"Why didn't you say anything to him?!" asked another.

The Imām (ʿa) tried to calm them down, but some of them darted out and headed to the man’s home. The Imām (ʿa) did not want anyone to bother the rude man, so he said, "Follow me. I’ll reply to the man myself."

As the Imām (ʿa) made his way to the man's house, he kept repeating a verse from the Qurʾān that talks about holding our anger and forgiving others. Everyone watched anxiously as the Imām (ʿa) knocked at the man's door. They were most curious to see how the Imām (ʿa) was going to deal with the rude man.

When the man came out, he grew scared seeing so many people gathered outside. The Imām (ʿa) kindly greeted the man and gently said, "My brother, if what you said about me is true, then I ask Allah to forgive me. But if what you said about me is not true, then I ask Allah to forgive you."

The man was shocked at the Imām's kindness. With a regretful heart, he kissed the Imām's forehead and said, "The things I said about you were not true!" Hanging his head in shame, he continued, "Those words apply more to me than anyone."

The Imām (ʿa) forgave the man, and they went on to become good friends.

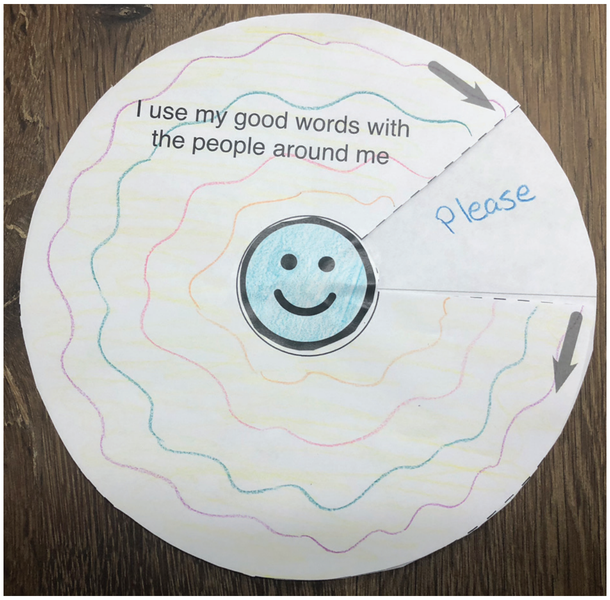
Al-Burhān fī Tafsīr al-Qur’ān, Vol.1, P. 690

تَدْعُوه بِأَحَبِّ اَسْمَائِهِ اِلَيْهِ

Prophet Muḥammad (ṣ):
Call your friends by their favorite names.

Nahj al-Faṣāḥah, #1293

Lesson 14: Avoid Name Calling



Objective: Children will learn the repercussions of calling names, and they will learn healthier means of conflict resolution and communication

Suggested Ages: 5+

Time: 40 minutes

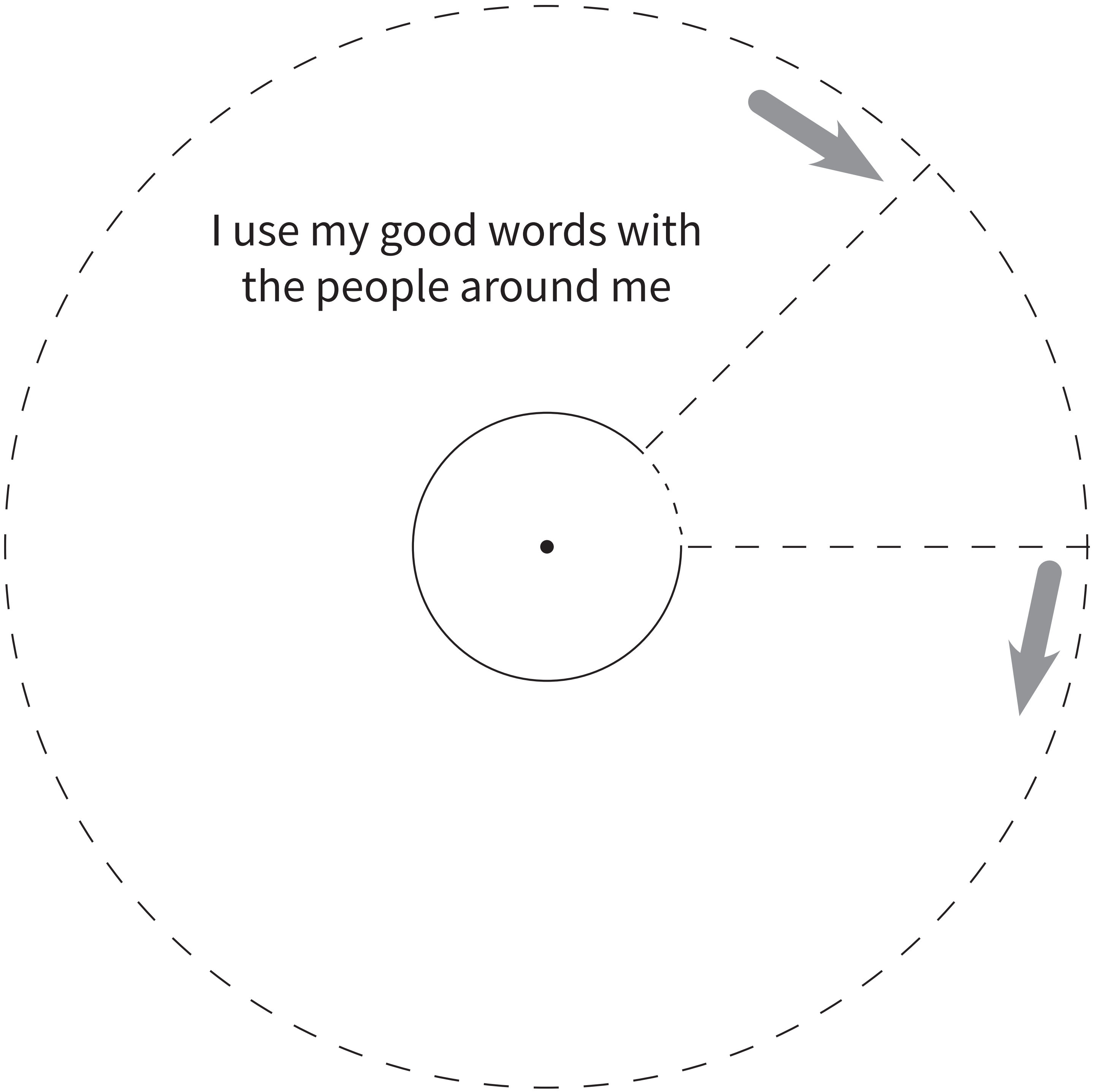
Materials:

- Name Calling Lesson 14 Handout
- Cover Circle template
- Emoji and Blank Circle Template
- Brads
- Markers/Coloring pencils
- Scissors
- Glue

Procedure:

1. **SAY:** Salāmum ʿAlaykum, children. Today we are going to discuss an important topic: name calling. What happens when someone calls us a mean name or a bad word? (Wait for response)
2. **SAY:** Exactly! It hurts our feelings, right? And how do we feel about someone when they say mean things to us? Do you like someone who calls you names? (Wait for response).
3. **SAY:** No, we don't like someone that calls us names. We don't want to be their friends. We don't feel like brothers or sisters. There is a hadith from Imām ʿAlī (ʿa), and he says: *"Offensive speech degrades one's status and corrupts brotherhood."* What is offensive speech?
4. **SAY:** Yes, offensive speech is anything you say that hurts someone's feelings. And what does it mean to corrupt brotherhood?
5. **SAY:** Right! It means that our brotherhood or friendship with someone will be ruined. Let's take a look at an example of how Imām as-Sajjād (ʿa) handled a situation where someone said unfair things to him.
6. At this time pass out a copy of the Lesson 4 handout to each child. Have a child read it aloud or read it to the children as they follow along.
7. After reading the story, **ASK:** Who can tell me how Imām as-Sajjād (ʿa) reacted to the man who was rude to him?

8. **SAY:** Right! Imām as-Sajjād (ʿa) showed us that we should be kind and forgiving. And Imām as-Sajjād (ʿa) only used good, kind words with the man. He didn't call him any names even though the man's behavior was hurtful. Today, let's think of words of kindness and friendship that we can say to others to make peace, and maintain brotherhood and sisterhood.
9. At this time hand out the Cover Circle template. Have the children color and decorate their circle and cut it out. They should also cut out the window marked by a dotted line.
10. Next Hand out the Emoji and Blank Circle template. Have the children color and decorate the emoji and blank circle.
11. Then in the different triangles in the blank circle, have the children write nice words that they can say to the people around them (i.e. thank you, jazākallāh khayrā, have a nice day, please, you're the best, salāmum ʿalaykum etc.)
12. Once they have written eight different nice words and/or phrases, have the children cut out their emoji face and nice words circle.
13. Now have the children lay the cover circle over the nice words circle.
14. Assist the children in putting a brad through the center of both circles and fastening them together.
15. Finally, have the children glue the emoji over the brad.



I use my good words with the people around me

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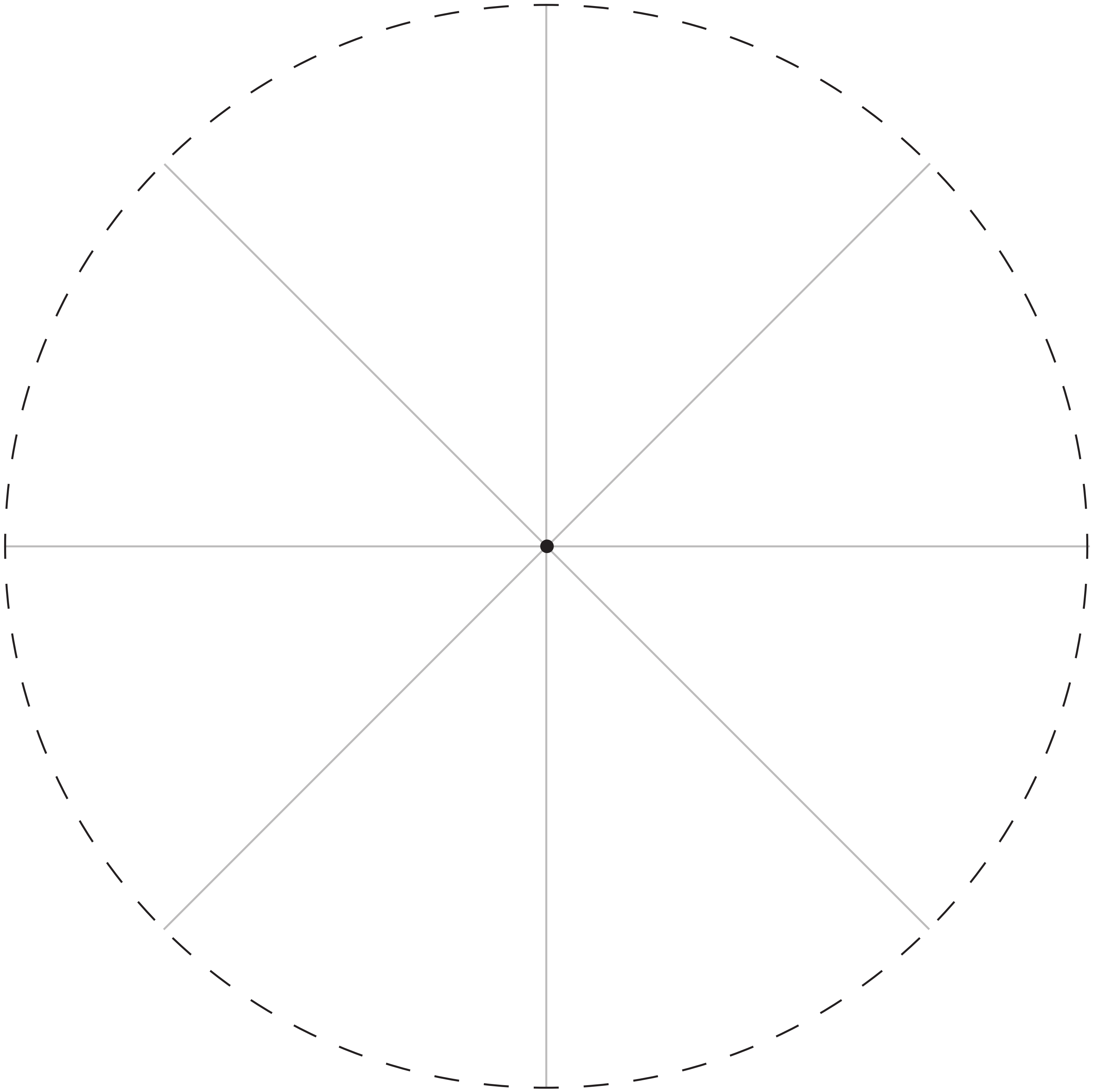

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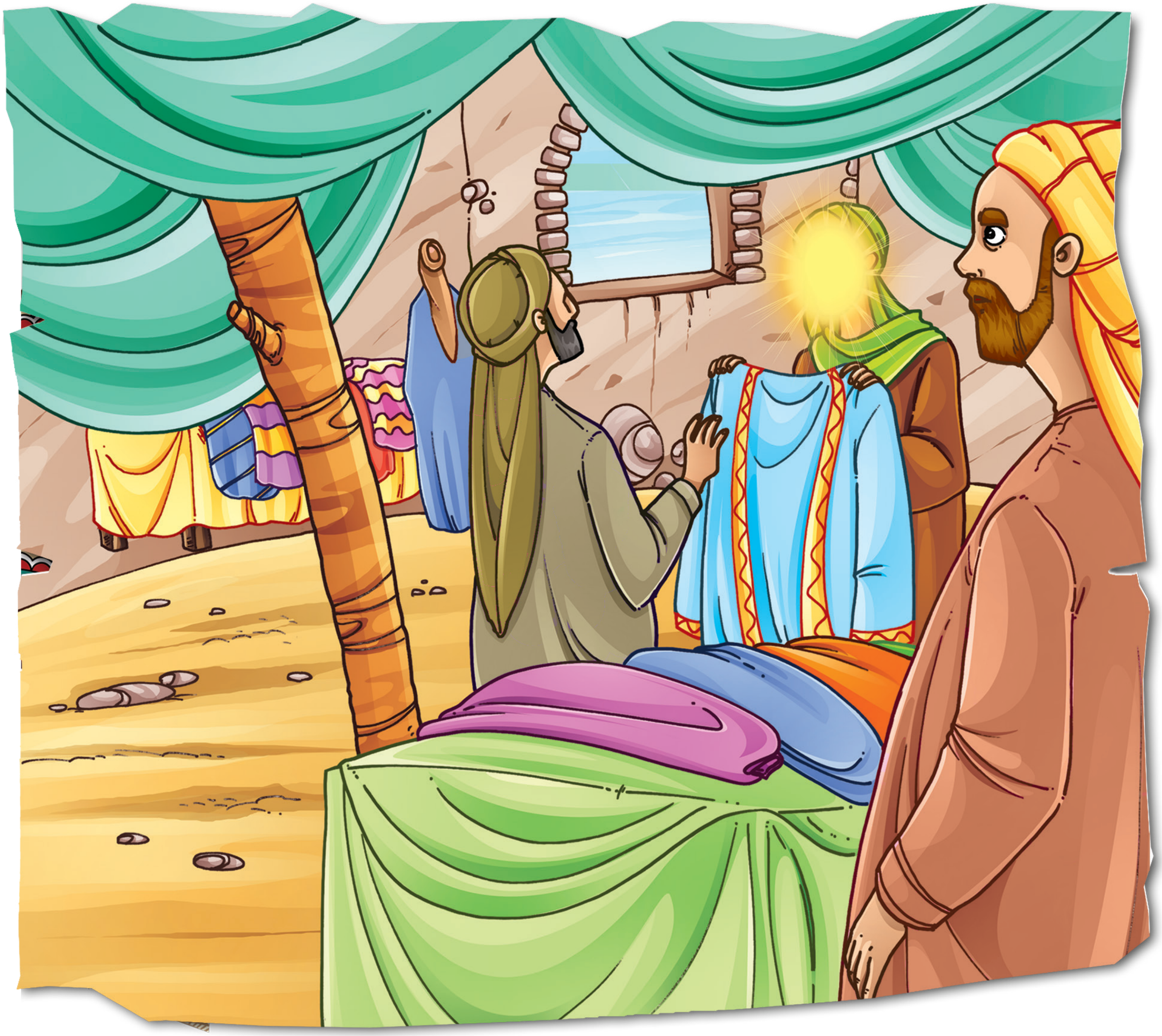
Lesson 15 - Give Good Gifts



وَ إِذَا حُيِّيْتُم بِتَحِيَّةٍ فَحَيُّوا بِأَحْسَنَ مِنْهَآ أَوْ رُدُّوهَآ

And when someone greets you, answer with a
better greeting or return it.

Sūrah an-Nisāʾ, Verse 86

It was a day like any other in the marketplace. People were busy buying and selling, and customers were hunting for the best prices. Imām ʿAlī (ʿa) was also shopping with one of his workers, Qambar. He bought two shirts: the first one was very nice, and the second one was very plain.

"Here you go," said the Imām (ʿa), as he held out the more expensive shirt to Qambar. "This is for you, my dear friend."

Qambar was very touched. "O my beloved Imām! How can I take the better shirt? You should wear it!" he pleaded. "You are the one who stands in the masjid and speaks to large crowds of people!"

"But you are a young man, and I would feel embarrassed in front of Allah if I wore better clothes than you," said the Imām (ʿa). He remembered that the Prophet (ṣ) used to say, "Give your workers clothes that you would wear, and feed them with food that you would eat."

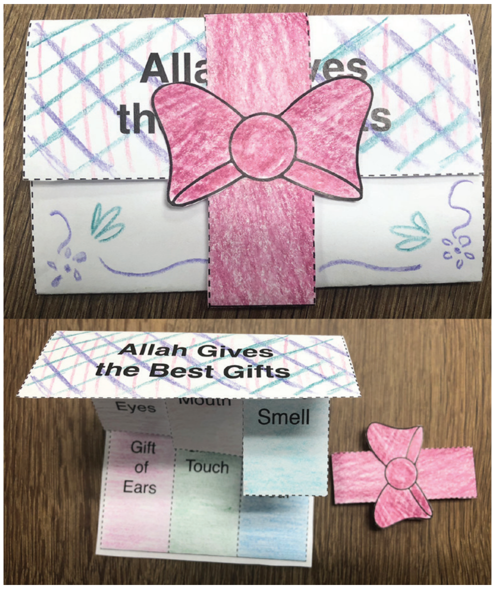
Biḥār al-Anwār, Vol. 5

تَهَادُوا تَحَابُّوا

Prophet Muḥammad (ṣ):
Exchanging gifts will bring you closer to each other.

Mīzān al-Ḥikmah, #6369

Lesson 15: Give Good Gifts



Objective: Children will learn the importance of giving gifts and how it helps us grow close with our friends and with Allah

Suggested Ages: 5+

Time: 40 minutes

Materials:
- Giving the Best Gifts Lesson 15 Handout
- Card body and box 2 template
- Box 3 and ribbons templates
- Glue
- Scissors
- Markers/Crayons

Procedure:

1. **SAY:** Salāmun ʿalaykum, everyone! Today is the last lesson in our series on friendship in Islam. We are going to be talking about giving gifts. What are some of the best gifts? (Wait for responses)
2. **SAY:** Wow, so many wonderful gifts. Who gives the best gifts? (Wait for responses)
3. **SAY:** That's right, Allah gives the best gifts! There is a hadith by Imām ʿAlī (ʿa) where he tells us: *"Gifts bring about affection."* What does that say about your relationship with someone that gives you a gift? (Listen for an appropriate response. You may have to repeat the ḥadīth.)
4. **SAY:** Yes, you feel closer to the person who gave it to you, right? How do we feel when Allah gives us a gift? (List to the responses)
5. **SAY:** Yes, we feel closer to Allah! Let's read a story about Imām ʿAlī (ʿa) and giving gifts.
6. At this time pass out a copy of the Lesson 5 handout to each child. Have a child read it aloud or read it to the children as they follow along.
7. When you are finished reading the story: **SAY:** Did Imām ʿAlī (ʿa) give Qambar a good gift or the best gift?
8. **SAY:** Yes, Imām ʿAlī (ʿa) gave his friend the better gift. The Holy Prophet (ṣ) once said: *"Give gifts to one another, and it will increase love amongst you."* We can see that giving gifts increases love among people. So, who is the most loving being who we can love and who gives us many gifts?
9. **SAY:** Yes! We can look all around us and see that Allah gives us the best gifts: trees, air to breath, our family and friends and so many other wonderful things. Today we will make a card to help us remember Allah's many gifts to us!

10. At this time hand out the templates with boxes 1 and 2.
11. Box 1 is the body of the card. Box 2 is one of the two inserts.
12. Have the children cut out color and decorate the components and then cut out boxes 1 and 2.
13. Have them fold all of the solid lines in box 1 so that the flap with the title overlaps the bottom flap.
14. Have the children fold box 2 in half at the solid line and have them cut along the dotted lines to separate the three flaps.
15. Have students write the best gifts of each sense under the proper flaps in box 2:
    - Gift of the Eyes: the sunrise, butterflies, ocean waves etc.
    - Gift of the Mouth: apples, mangoes, teeth, ability to laugh
    - Gift of the Smell: roses, ocean breeze, cinnamon
16. Now have the children glue the folded box 2 into the center of the card so that the words written on the three flaps are right-side up.
17. Now hand out the template with box three and have the children color and cut out all of the components.
18. Have the children fold box 3 in half at the solid line and have them cut along the dotted lines to separate the three flaps.
19. Have students write the best gifts of each sense under the proper flaps in box 3.
    - Gift of the Ears: The sound of rain, trees rustling in the wind, clip clop of a trotting horse
    - Gift of Touch: a furry cat, cold snow, water, mud
    - Gift of Soul: prayers, tasbīḥ, dūʿāʾ, Qurʾān, meditation, knowledge, ziyārah, ḥajj, exercise
20. Then have the children fold over box 3 again and glue it inside the bottom flap of the card body so that the words are right-side up when the card body is completely open.
21. Now fold the bottom flap over and then the top flap and set the card aside fold side down.
22. The remaining components of the template are the ribbon and the bow .
23. Have the children take their ribbon and fold it along the fold lines and slip it over the gift card.
24. Glue the ends of the ribbon together forming a loop around the card.
25. Finally take the bow and glue it over the area where the ribbon ends meet covering up the seam.
26. Children should be able to slip off the ribbon loop to open up their cards.

Allah Gives
the Best Gifts

1

Gift
of the
Eyes

Gift
of the
Mouth

Gift
of the
Smell

2

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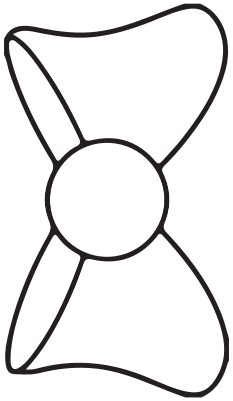

Gift of Ears

Gift of Touch

Gift of Soul

3

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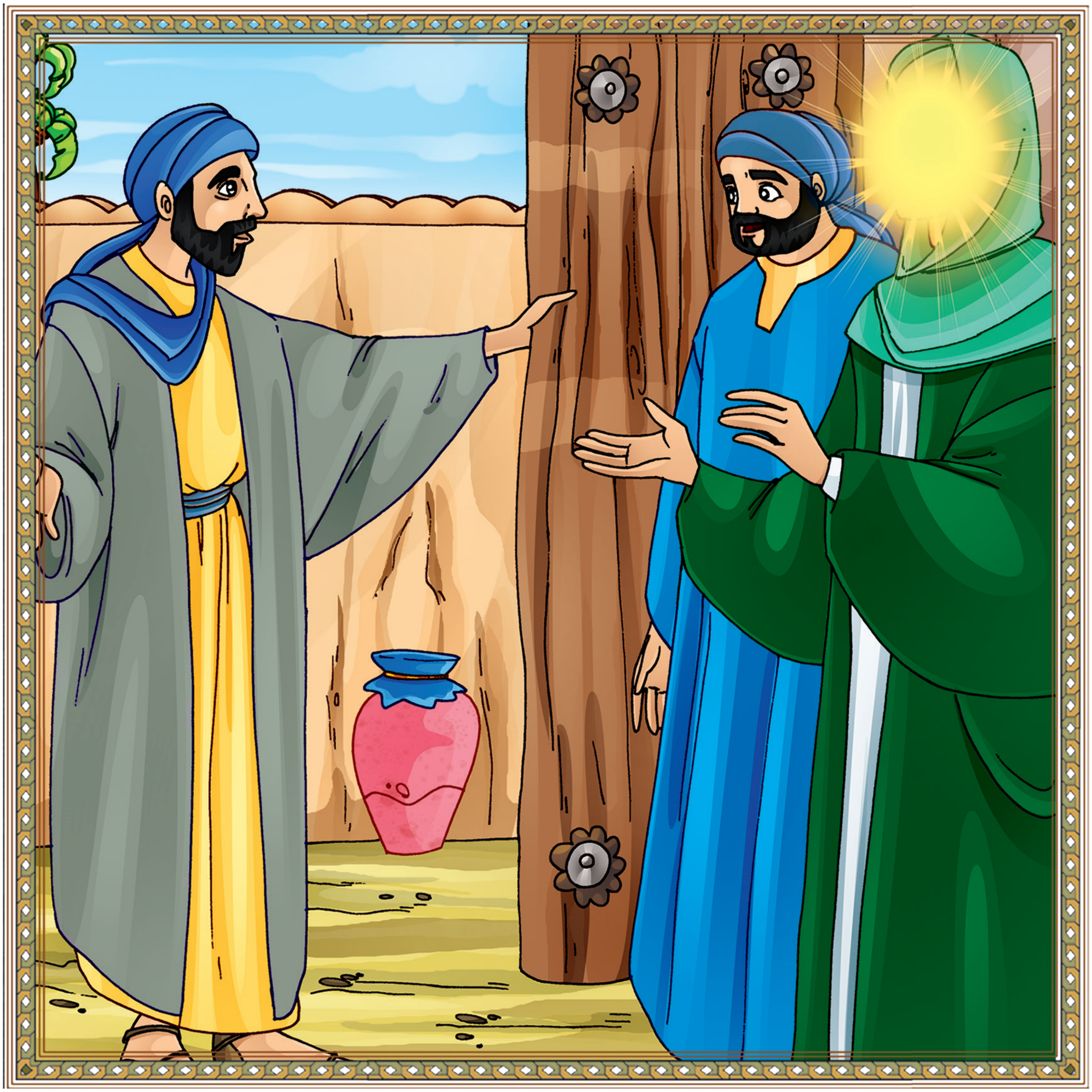
Lesson 16 - Guests and Invitations



إِذَا دُعِيتُمْ فَادْخُلُوا

When you are invited, then enter.

Sūrah al-Aḥzāb, Verse 53

One day, a man invited the Prophet (ṣ) and some of his friends for lunch. He felt very honored when the Prophet (ṣ) happily accepted the invitation. He couldn’t wait to host the Prophet (ṣ) in his home!

While they were on their way to the man's house, they bumped into another friend, and this friend heard about where they were all going. "I'd like to come too!" he told the Prophet (ṣ).

"Hold on for a few minutes," said the Prophet (ṣ)."Let me ask if it's okay for you to also join us."

After arriving at the man's home, they exchanged salāms, and the Prophet (ṣ) asked the man if it would be okay for someone else to join them.

"Of course he can join us!" said the man. "The more the merrier."

So, they all entered the man's home and enjoyed a wonderful afternoon full of fun and happiness!

Mustadrak al-Wasāʾil wa Mustanbiṭ al-Masāʾil, Vol. 16, P. 7

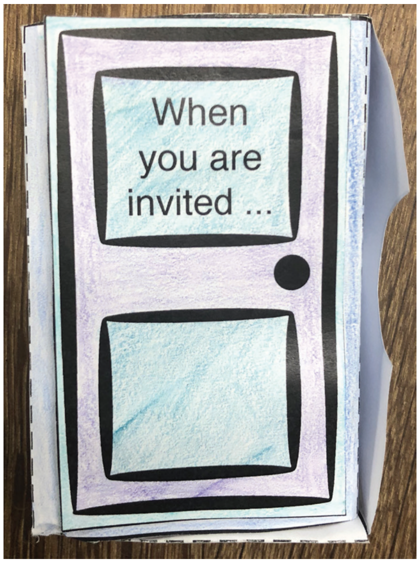
وَمَنْ أَتَاهَا وَلَمْ يُدْعَ إِلَيْهَا فَقَدْ أَتَى مَا لَا يَصْلُحُ لَهُ

Imām ʿAlī (ʿa):

It is not good to go to someone’s house without being invited.

Farhangnāmeh Mehmanī, Muḥammad Rey Shahrī, #224

Lesson 16: Guests and Invitations



Objective: Students will learn the proper manners of visiting someone's home and about invitations

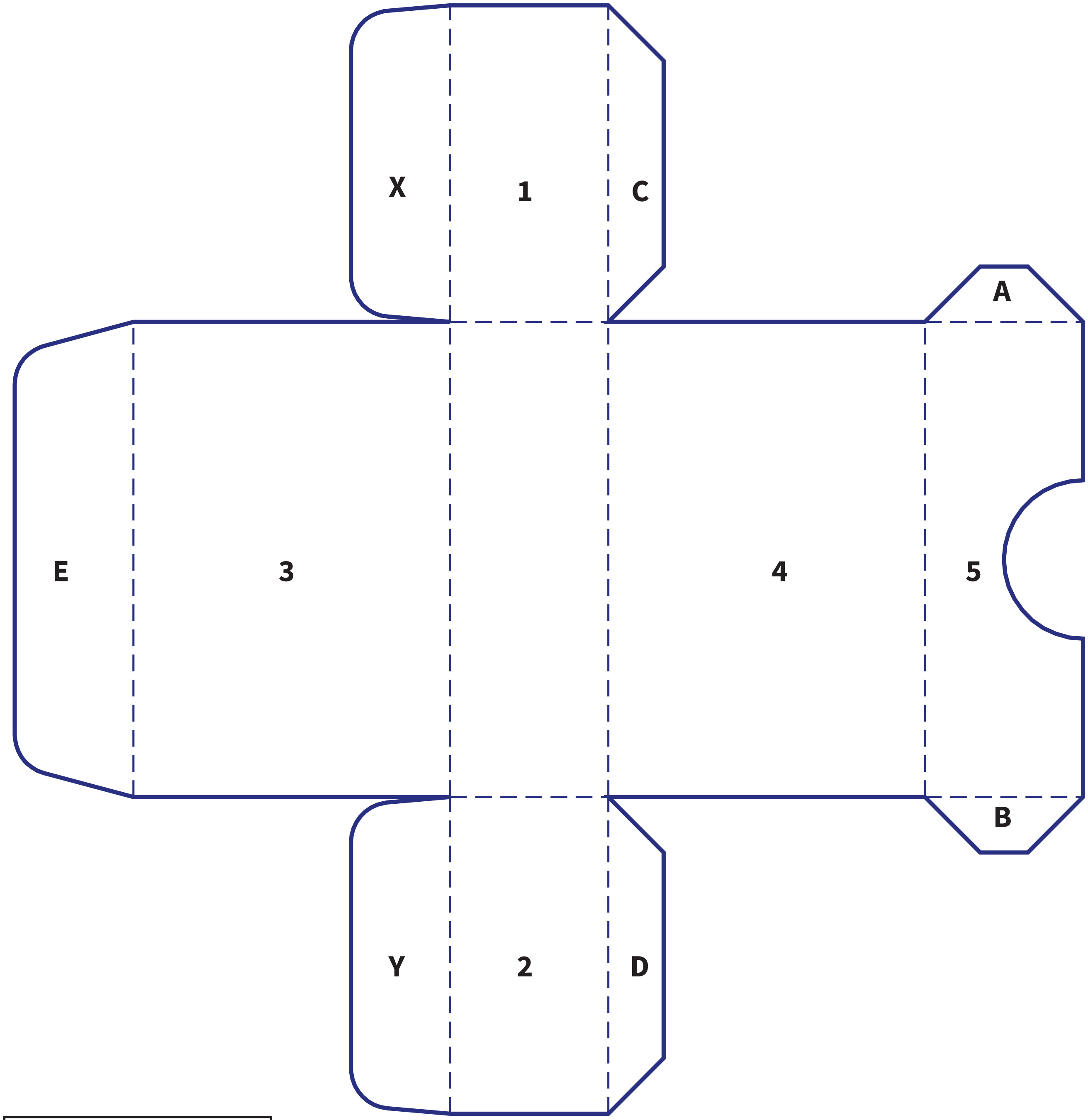
Suggested Ages: 5+

Time: 40 minutes

Materials:
- Guests and Invitations Lesson 16 Handout
- Box and tiny home template
- Tape/glue
- Markers/coloring pencils
- Scissors

Procedure:
1. **SAY:** Salāmun ʿalaykum children! Today we are starting a series of lessons about guests in Islam. What are some good manners to use when you are a guest in someone's home? (Wait for responses)
2. **SAY:** So many good points! Let's think about one rule for guests from this verse of the Qurʾān: *"When you are invited, then enter."* Who can explain the meaning of this verse? (Wait for responses)
3. **SAY:** Good guesses. In this verse Allah is telling us that we should not go into someone's home without their permission. What should you do if you want to join some friends who are visiting another friend? (Wait for responses)
4. **SAY:** Why don't we look at the example of our beloved Prophet (ṣ).
5. At this time pass out a copy of the Lesson 1 handout to each child. Have a child read it aloud or read it to the children as they follow along.
6. After reading the story **ASK:** What is the proper way of going to someone's house along with your friends? (Wait for responses)
7. **SAY:** Yes, your friends should get permission for you to join them at your friends house. You must always get permission to go to someone's home and permission to enter their home.
8. **SAY:** Today we will be making a little box home to remind us of this lesson.
9. At this time hand out the box and tiny home template.
10. Have the children color and decorate all of the components and carefully cut them out (the box will be cutout along the solid lines not the dotted lines).
11. Have the children set aside the tiny home pieces to assemble the box.

12. To begin, children should fold along all the dotted lines to make the template malleable (be prepared to assist the children in putting together the box).
13. Have the children look at the letters labelling the tabs and the numbers labelling the panels.
14. Now have the children pull up panel 1 and panel 4.
15. They should apply some glue to the back of tab C and then glue tab C to panel 4.
16. Next have them pull up panel 2 and apply glue to the back of tab D. Tab D should be glued to panel 4.
17. Then have them pull up panel 5.
18. Have them glue the back of tab A to panel 1 and glue the back of tab B to panel 2.
19. Then have them glue the inside of tabs X and Y and press them down into the inside walls of the box.
20. Have them bend tab E down towards the inside of the box so that it is at a 90 degree angle to panel 3.
21. Tab E and panel 3 form the lid of the box and should easily hold shut when tab E is slipped inside the box.
22. Next have the children carefully glue their little living area to the inside of the box.
23. Then the children should glue the door to the outside of panel 3 (the lid). The door already has the first part of the Qurʾānic phrase they just learned about,
24. On the inside of the lid they should complete the phrase by writing: "...then enter."


X
1
C
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E
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4
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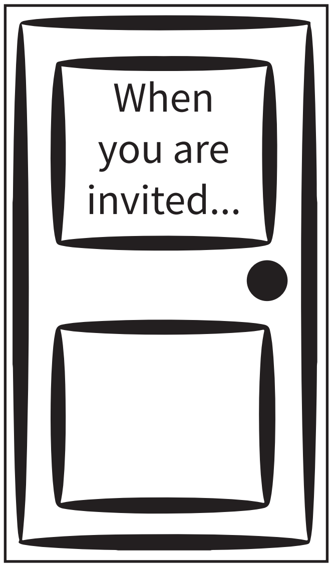
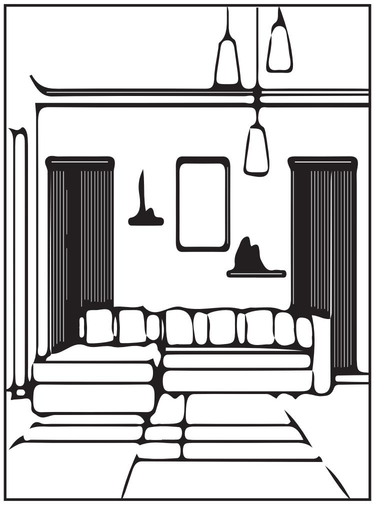
B
Y
2
D


When you are invited...



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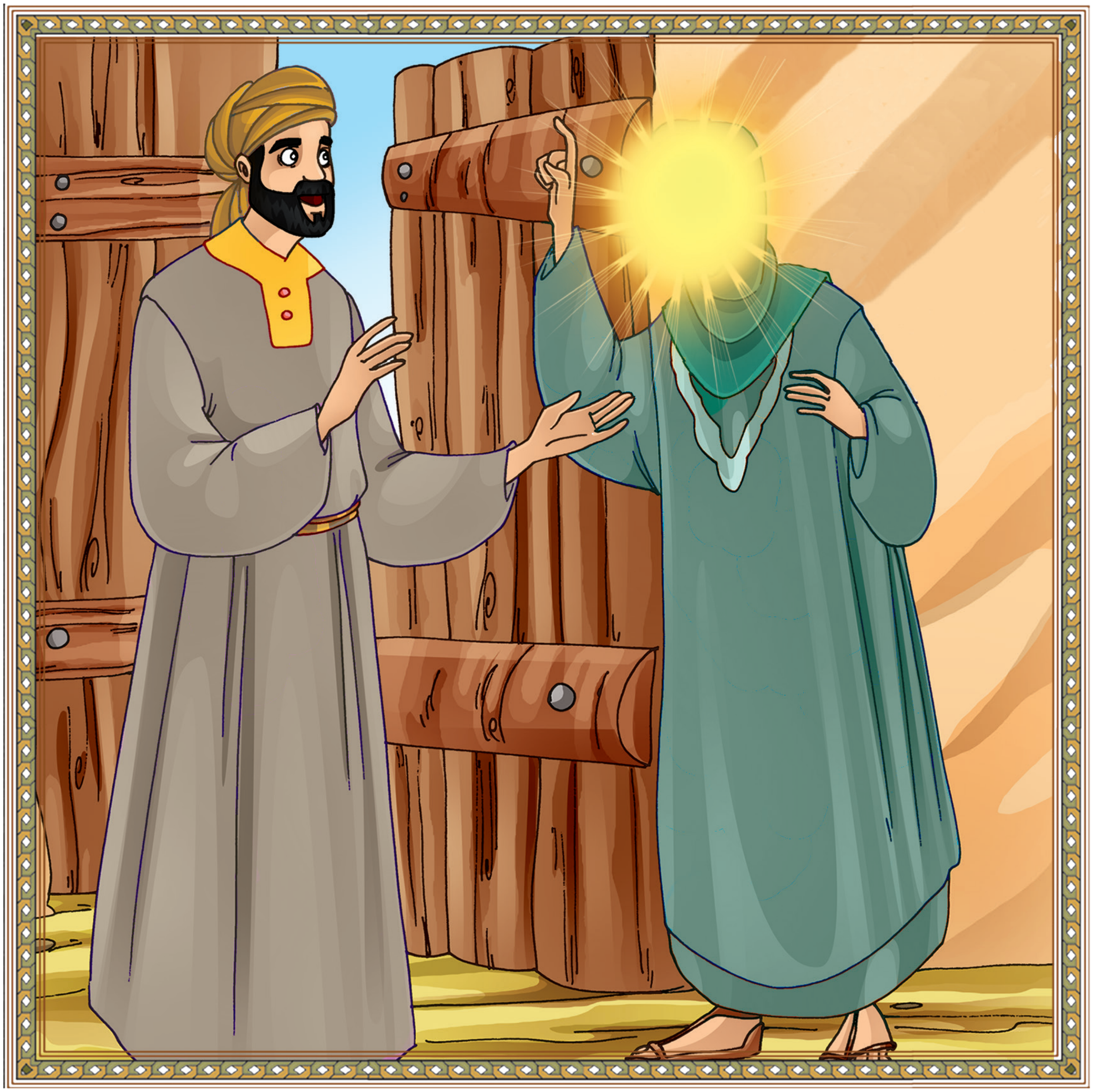
Lesson 17 - Saying Salām



فَقُلْ سَلَامٌ عَلَيْكُمْ

So say “Salāmun ʿalaykum” [Peace be upon you].

Sūrah al-Anʿām, Verse 54

One sunny day, an angel was passing through town when he spotted a man standing outside someone else's home. He stopped and asked the man, "What are you doing in front of this house?"

The man said, "One of my dear brothers lives here, and I'm waiting for him to come out so I can say salām!"

The angel paused and then asked, "Is he one of your real brothers?"

"No, he's not related to me. He is my brother in Islam," replied the man.

"Then, are you waiting here to ask him for a favor?" asked the angel.

"No, I don't need anything from him. It's been a few days since I've seen him in the masjid, so I wanted to say salām and ask him how he's doing," said the man. "Allah likes it when you visit your friends and say salām."

The angel replied, "I have come from Allah, and He sends His salām to you."

The man was so touched and thought to himself, **Alḥamdulillāh, all praise is for Allah!** But he was also surprised. **What did I do to deserve a salām from the Creator of the universe?!** After a moment, he asked the angel, "But why would Allah send His **salām** to me?"

The angel responded, "You came to your friend with humility and kindness. Allah has said that you deserve to go to Heaven because of this act of kindness."

Surely, Allah loves it when we say **salām** to others and show them we care about them.

Jāmiʿ al-Akhbār, P. 118

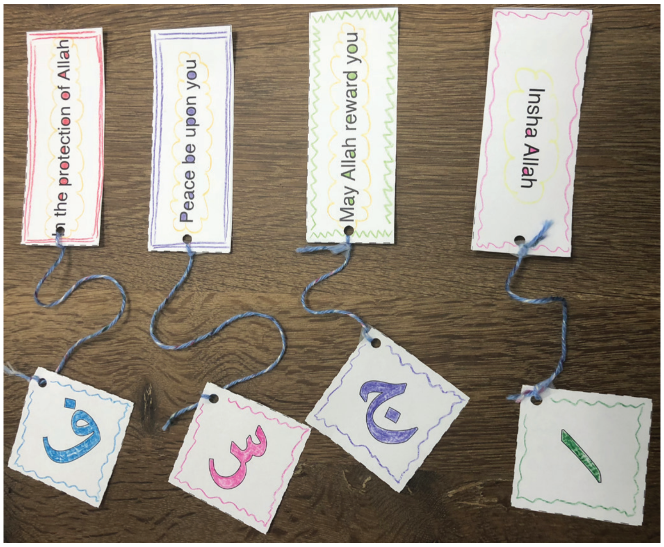
إِنَّ اللّٰهَ يُحِبُّ إِطْعَامَ الطَّعَامِ وَإِفْشَاءَ السَّلَامِ

Imām Muḥammad al-Bāqir (ʿa):

Surely, Allah loves those who help the needy and greet others with salām [speak and act peacefully].

Al-Maḥāsin, Vol. 2, P. 388, Ḥadīth #7

Lesson 17: Saying Salām



Objective: Children will learn the importance and blessings of saying salām to others

Suggested Ages: 5+

Time: 40 minutes

Materials:
- Saying Salām Lesson 17 Handout
- Islamic Phrases and Translations template
- Arabic letters template
- Markers/Coloring Pencils
- Glue
- Scissors
- Ribbon or string

Procedure:

1. **SAY:** Salāmun ʿalaykum children! Today we will be learning the importance of a very basic but very essential concept. Who can tell me what is the first thing we should say when we meet our Muslim brothers and sisters? (Wait for responses)
2. **SAY:** Yes! The first thing we should say is "salāmun ʿalaykum." Who can tell me, what is the meaning of the phrase "salāmun ʿalaykum"? (Wait for responses)
3. **SAY:** Good guesses! The meaning of the phrase salāmun ʿalaykum is "Peace Be Upon You." It is very important that we wish peace and good things for our Muslim brothers and sisters! What are some good things that happen when we say salām? (Wait for responses)
4. **SAY:** Many good suggestions. There are many benefits and blessings in saying salām. Let's look at an amazing story of a man who took the time to say salām to his friends.
5. At this time pass out a copy of the Lesson 2 handout to each child. Have a child read it aloud or read it to the children as they follow along.
6. After reading the story **ASK:** What is the reward that Allah said the man would get for saying salām and being kind to his friends? (Wait for responses)
7. **SAY:** Yes! Allah said the man would go to Jannah for taking the time to say salām to his friends and for being kind and sincere. Allah has given us many good Islamic phrases to use in various different situations.
8. **SAY:** Today we will be looking at other Islamic phrases that we use in conversation as part of our good akhlāq and ibādah (worship).
9. At this time handout the Islamic phrases and translation templates. Have the children color and decorate all of the wording.

10. Next the children should cut apart all of the boxes. Have them lay all of the phrases together and all of the translations together.
11. Then have the children match the translations to the correct phrases.
12. Once the children have correctly matched the phrases to their translations have them glue the matching pieces back to back (ie. the phrase: “Fī Amānillāh” should be glued to the back of the translation “In the Protection of Allah)
13. Next give the children the Arabic letters template. These are the first letters of the Arabic phrases.
14. Have the children color and cut out the pieces along the dotted lines.
15. They should then match the correct Arabic letter to the correct Arabic phrase.
16. Punch out a holes in one end of each bookmark and on the marked dots of the letters pieces.
17. Finally tie the letters to the correct phrases bookmarks with 4 inches of string or ribbon. These are the tassels for the bookmarks.

Salāmun ʿAlaykum

InshāʾAllāh

Fī Amānillāh

JazākAllāhu Khayrā

If Allah wishes

May Allah reward you

Peace be upon you

In the protection of Allah

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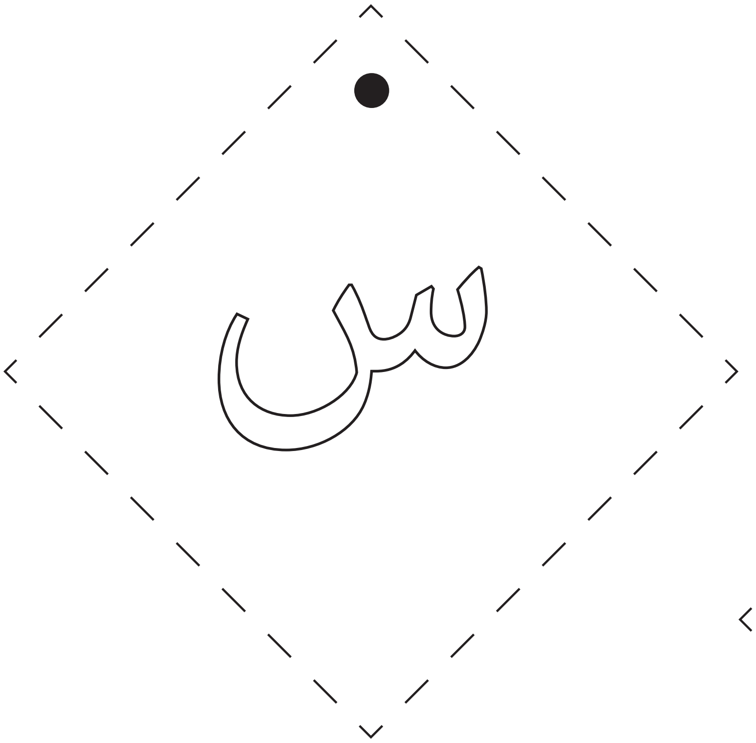
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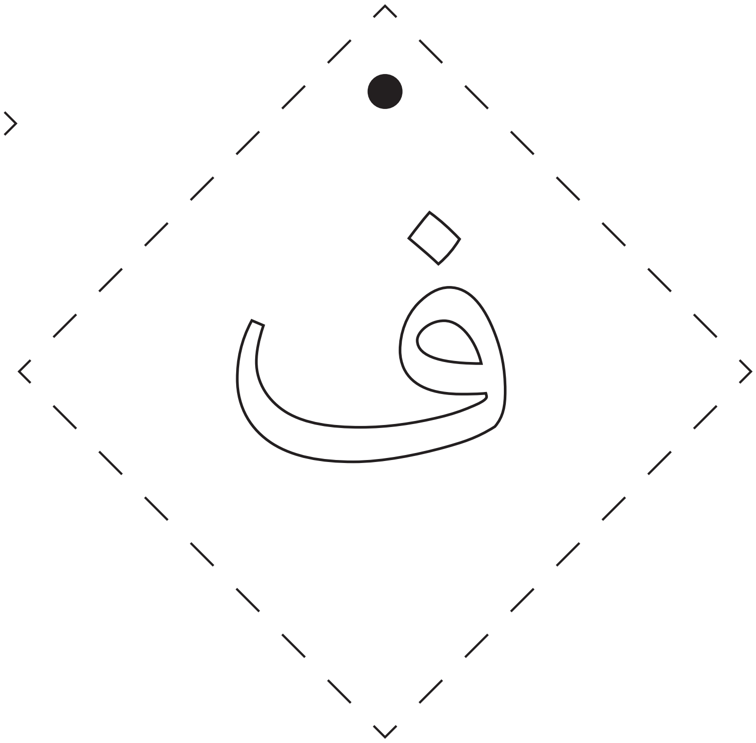
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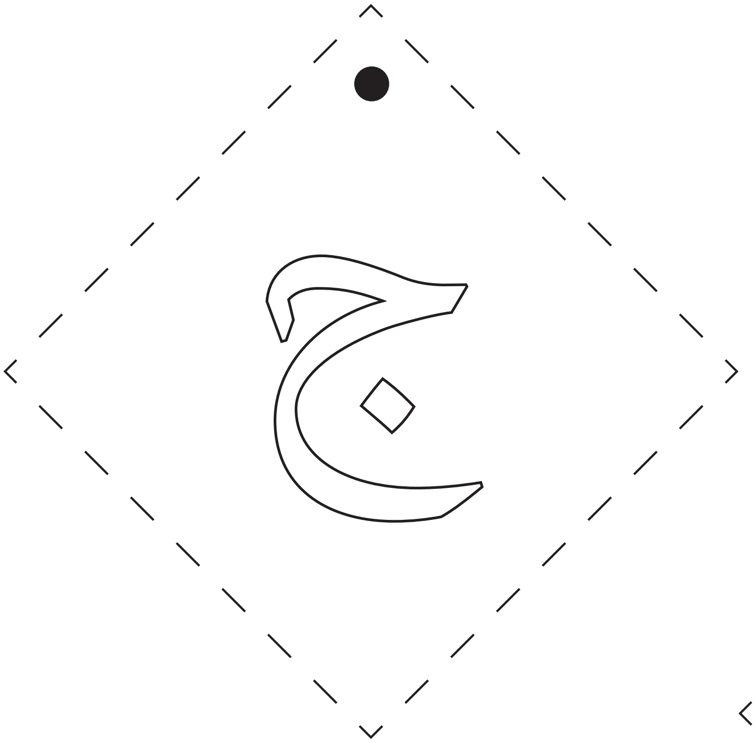
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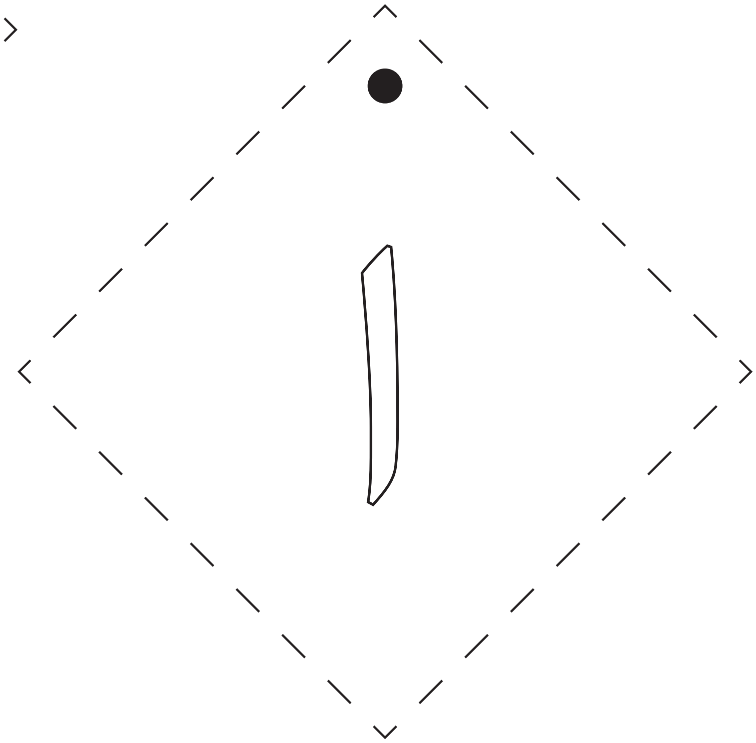
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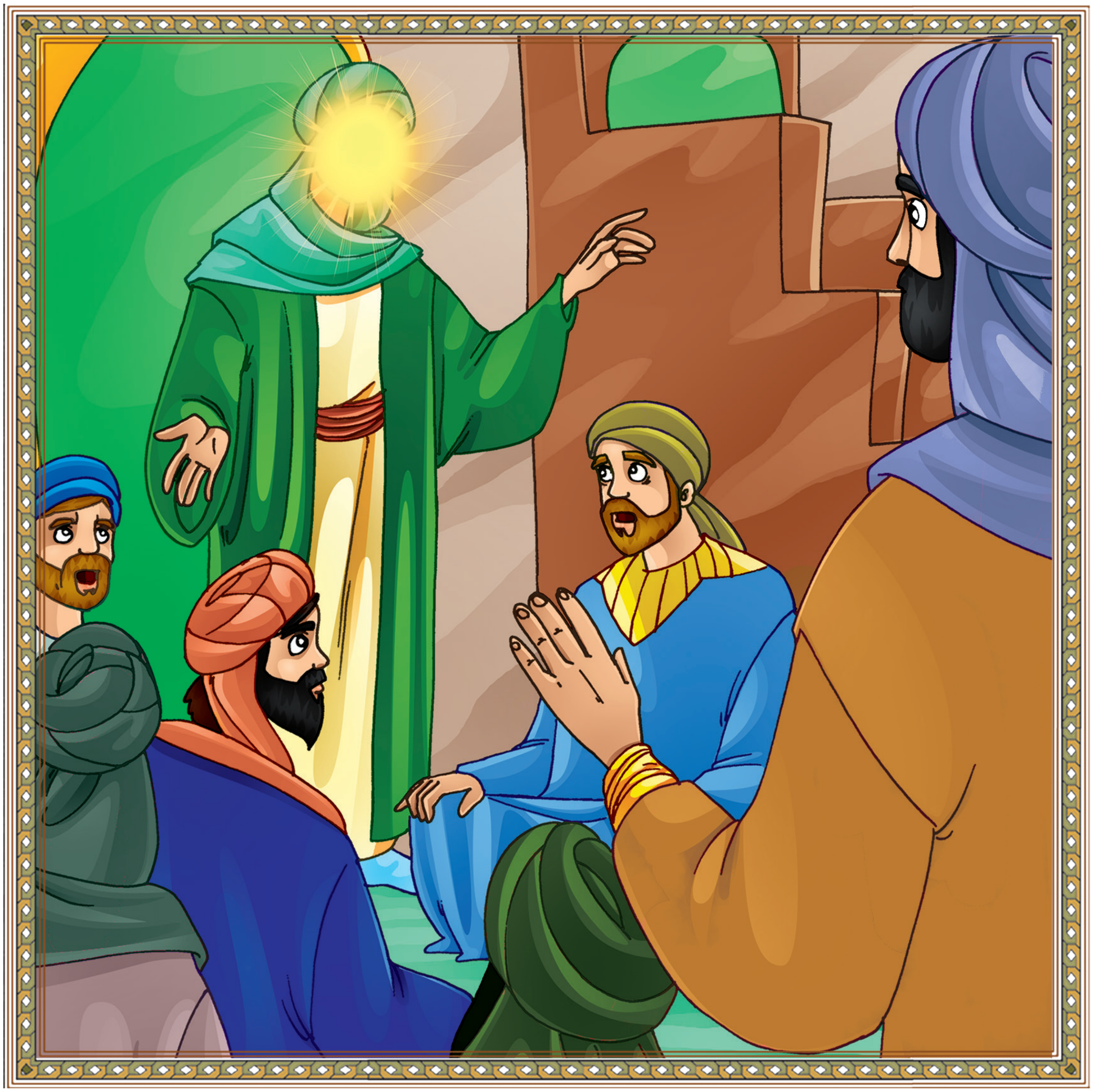
Lesson 18 - Make Space for Others



فَافْسَحُوا يَفْسَحِ اللهُ لَكُمْ

Make room for each other [in a gathering], and Allah will make room for you [in Jannah].

Sūrah al-Mujādilah, Verse 11

One Friday afternoon, the Prophet (ṣ) was sitting in the masjid, talking to a group of people.

Since the masjid was crowded, people were sitting very close to each other. After a while, another group of people walked into the masjid to say salām to the Prophet (ṣ), but there was no space for them to sit down and join the gathering! Nobody offered to make room for them, so they remained standing.

When the Prophet (ṣ) noticed this, he became upset. He turned to the people sitting and said, "The **akhlāq** of a good Muslim is to make room for those who have just entered."

Tafsīr Majmaʿ al-Bayān, Vol. 9, P. 380

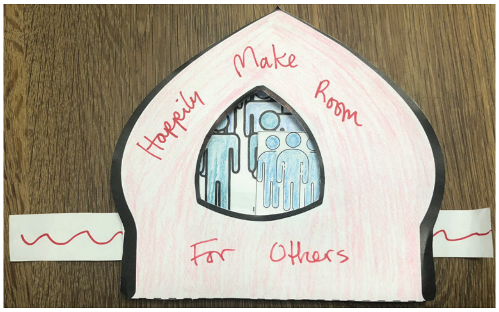
وَ تَوَسَّعَ لَهُ فِي الْمَجْلِسِ

Prophet Muḥammad (ṣ):

When you are sitting in a gathering, make space for other people.

Nahj ul-Fasāḥah, Ḥadīth #1293

Lesson 18: Make Space for Others



Objective: Children will learn the importance of being inclusive and making room for others

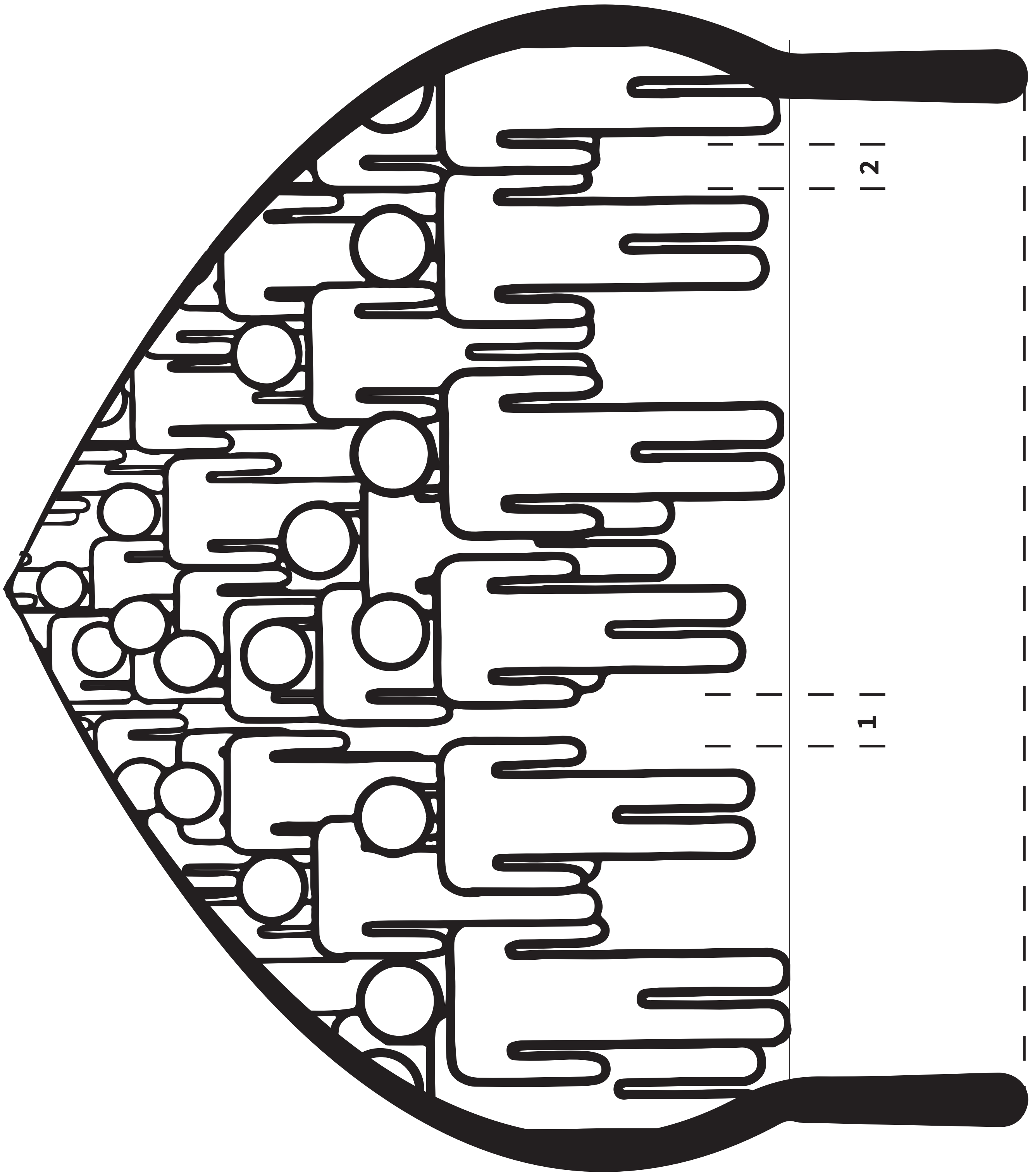
Suggested Ages: 5+

Time: 40 minutes

Materials:
- Happily Make Room For Others Lesson 18 Handout
- Masjid Interior and Pull Tab template (print on heavy paper or cardstock)
- Masjid frame and People Box template (print on heavy paper or cardstock)
- Markers/ Coloring Pencils
- Straws cut into 6 pieces
- Scissors
- Glue
- Tape

Procedure:
1. **SAY:** Salāmun ʿalaykum children! Today we will be talking about gatherings. A lot of times we end up at different gatherings. What are some different kinds of gatherings that we go to? (Wait for responses)
2. **SAY:** Lots of great responses! In any gathering we should remember our good akhlaq. What are some rules of akhlaq to remember during a large gathering of people? (Wait for responses)
3. **SAY:** What if there is already a bunch of people at a gathering and a few more people arrive? What are some things we should do? (Wait for responses)
4. **SAY:** Mashāʾ Allāh, good suggestions! Some of you may have noticed that when things get crowded at the masjid there is always an announcement for people to move to make room for more people. Let's take a lesson from the Prophet (s) about making room for others.
5. At this time pass out a copy of the Lesson 3 handout to each child. Have a child read it aloud or read it to the children as they follow along.
6. After reading the story **ASK:** How did the Prophet (ṣ) feel when he saw that no one was making room for the people who came to the masjid? Why did he feel that way? (Wait for responses)
7. **SAY:** Yes, the Prophet (s) did not like to see bad akhlāq. Good akhlāq, as our Prophet (ṣ) taught us, is to make room for others who have come to a gathering and make them feel welcome.
8. At this time hand out the Masjid Interior and Pull Tab Template

9. Have the children color and cut out the two components
10. The masjid interior has two “belt loops” indicated as “1” and “2”
11. Assist the children in slightly folding the masjid frame so that the belt loops are folded in half, then carefully snip the four dotted lines. This should create two belt loops to slip in the pull tab
12. Assist the children in gently slipping the pull tab through both of the belt loops. The pull tab should stick out slightly more on the #2 loop side of the masjid
13. Now hand out the masjid frame and people box template. Have the children color and cut out the masjid frame and cut out the window inside the frame
14. At this time have the children write on the frame: Happily Make Room For Others!
15. Then the children should cut out the entire people box. The bottom portion of this box will be stuck to the pull tab
16. Have the children glue the bottom of the people box to the pull tab in the masjid interior. The people box should be placed so that it is touching the inner cut line of belt loop 2.
17. Now hand each child 6-8 pieces of straw. Have the children tape the pieces to the top and bottom edges of the masjid interior. They should make sure not to tape down the pull tab or people box.
18. Next have the children roll pieces of tape, sticky side out, and tape them to the pieces of straw. This will act as a buffer between the two layers so that people box doesn’t get caught and this will be how the two masjid pieces are stuck together.
19. Finally assist the children in laying the masjid frame over the masjid interior and press the frame gently at the edges where the straw-tape roll pieces are.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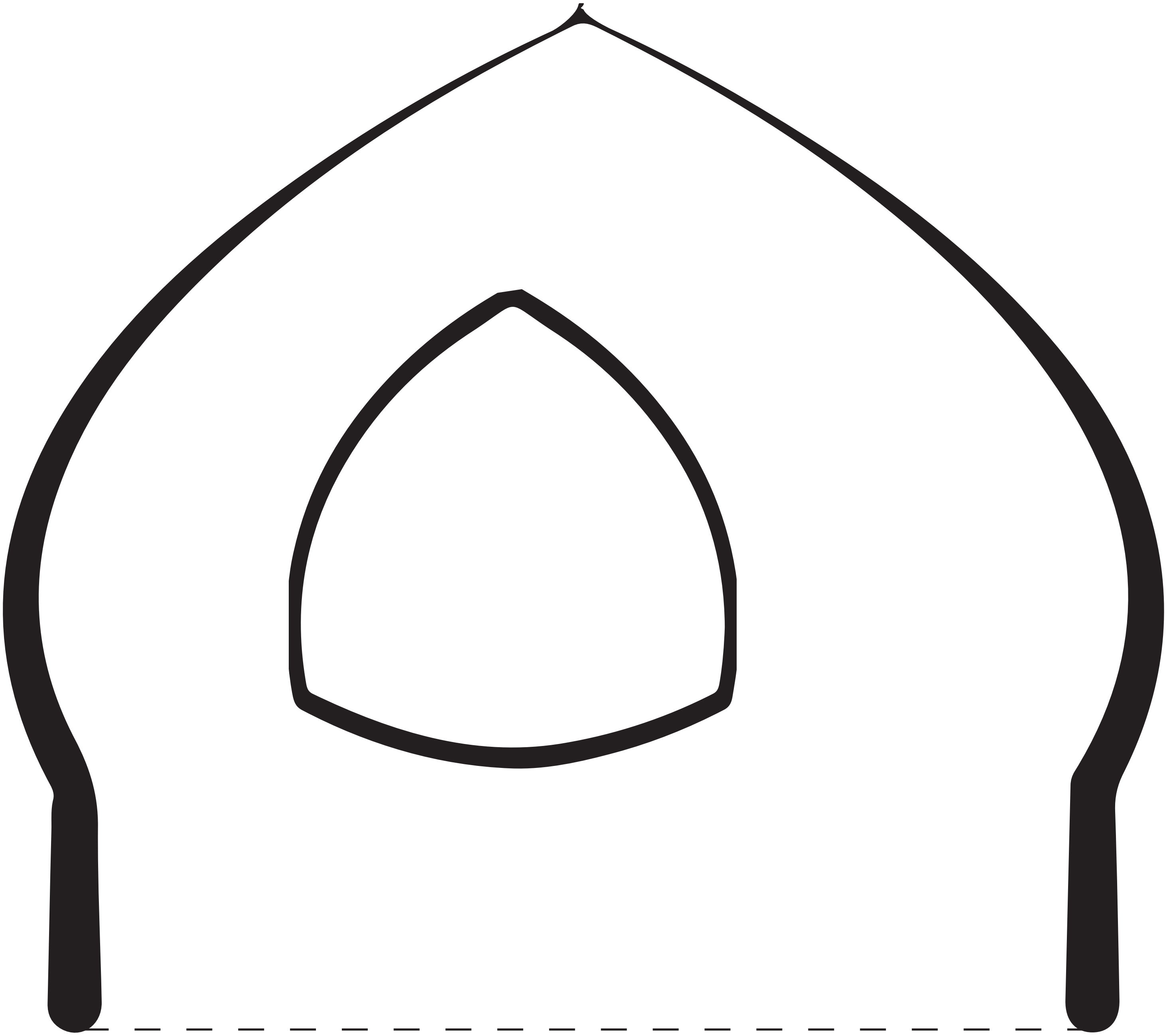

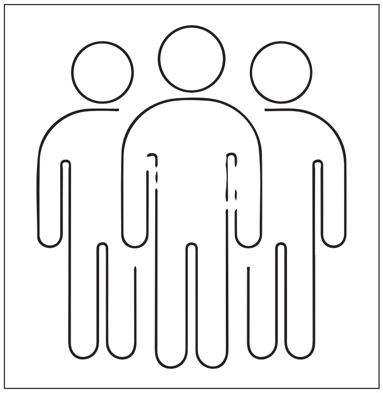

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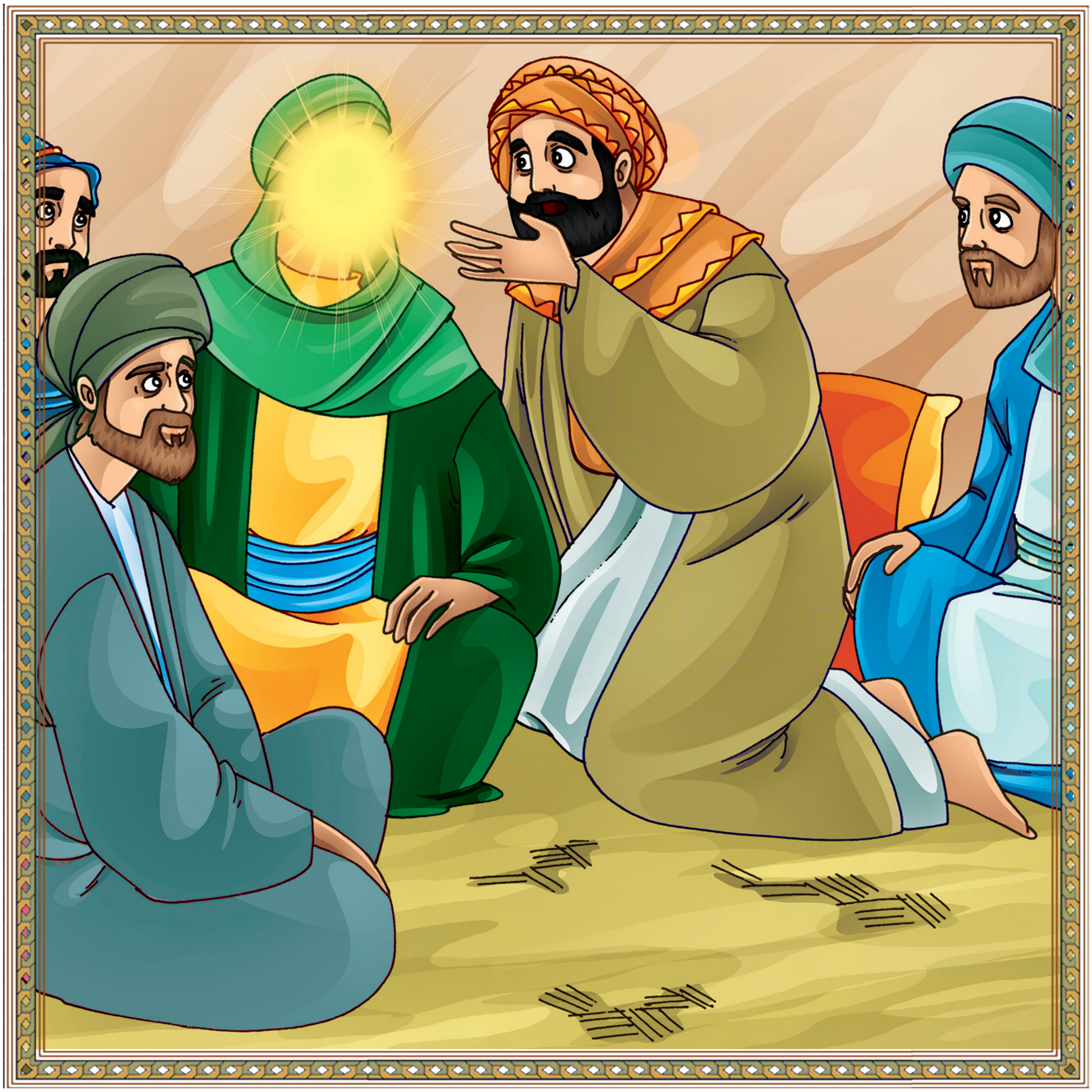
Lesson 19 - Do not Whisper in Gatherings



إِنَّمَا النَّجْوَىٰ مِنَ الشَّيْطَانِ

Surely, whispering [while you're in a gathering] is from Shayṭān

Sūrah al-Mujādilah, Verse 10

The Prophet (ṣ) always taught people to honor each other and not to think that they are better than others.

One day, he was sitting in a gathering with many people. Some people were very poor, some people were very rich, and some people were somewhere in the middle. The rich people started to whisper in the Prophet's ear to make the others think that they were closer and had a special connection to him. When they kept doing this, others became upset.

The Prophet (ṣ) waited patiently for the right moment to give them advice. When that moment came, he told everyone, "When you sit next to each other in a gathering, don't whisper in each other's ears. That is something that Shayṭān likes.”

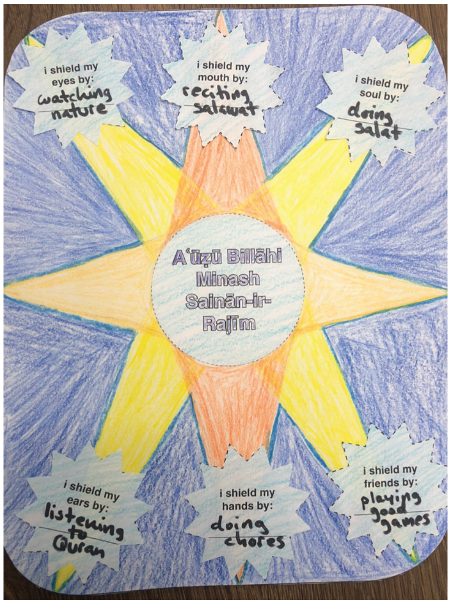
Tafsīr Nemūneh

وَ لَا تَنَاجَ مَعَ رَجُلٍ وَ أَنْتَ مَعَ آخَرَ

Prophet Muḥammad (ṣ):
Do not whisper to someone if there are others around.

Muntakhab Mīzān al-Ḥikmah, Ḥadīth #1082

Lesson 19: Do Not Whisper In a Gathering


i shield my eyes by: watching nature
i shield my mouth by: reciting salawat
i shield my soul by: doing salat
A'ūẓū Billāhi Minash Sainān-ir-Rajīm
i shield my ears by: listening to Quran
i shield my hands by: doing chores
i shield my friends by: playing good games

Objective: Children will learn why it is not good to whisper in gatherings and alternatives to this habit

Suggested Ages: 5+

Time: 40 minutes

Materials:
- Do Not Whisper In Gatherings Lesson 19 Handouts
- Shield template (print on cardstock or heavy paper)
- Shield decor and shield strap template
- Scissors
- Glue
- Tape
- Pens/Pencils
- Markers/color pencils

Procedure:
1. **SAY:** Salāmun ʿalaykum everyone! We have learned a little bit about proper behavior in gatherings. What are some things we might do in a gathering that can hurt someone's feelings? (Wait for responses)
2. **SAY:** There are many good suggestions. What about if you have a secret you want to share with a friend, and you are at a gathering like a party or at Friday prayers? (Wait for responses)
3. **SAY:** A lot of you might whisper your secret to your friend while there are other people around. But how would other people or other friends feel if they saw you whispering? (Wait for responses)
4. **SAY:** Lots of good suggestions. Today let's look at an example from our Prophet (ṣ) about whispering.
5. At this time pass out a copy of the Lesson 4 handout to each child. Have a child read it aloud or read it to the children as they follow along.
6. After you are done reading, **ASK:** What did the Prophet (ṣ) say is the problem with whispering? Why is it wrong to whisper?
7. **SAY:** Yes, whispering comes from Shaytān. When Shaytān whispers in our ear he makes us doubt the truth and that makes us feel bad inside. When we whisper in someone's ear and leave others out we make them have bad feelings in their hearts. Today we will be making a shield reminding us of how to protect ourselves from Shaytān and avoid wrong behavior like whispering in gatherings.
8. At this time handout the shield templates.

9. Have the children color and decorate their shields.
10. Next hand out the shield decor and shield strap template.
11. Have the children color all of the components of the template.
12. Inside the stars the children should write ways they can shield their eyes, ears, mouth, hands, their souls, and their friends from the whispering of Shaytān.
13. Now have the children cut out all of the decor components and the strap.
14. The dua circle should be glued to the center of the shield.
15. Now have them glue the stars around the du’a circle .
16. Apply glue to the ends of the strap.
17. Glue the handle to the back of the shield so that it runs from top to bottom.
18. Press the glued ends firmly against the shield. Reinforce the ends with tape.

I shield my eyes by:

____

I shield my hands by:

____

Aʿūdhu
Billāhī
Minash
Shaytānir
Rajīm

I shield my ears by:

____

I shield my soul by:

____

I shield my mouth by:

____

I shield my friends by:

____

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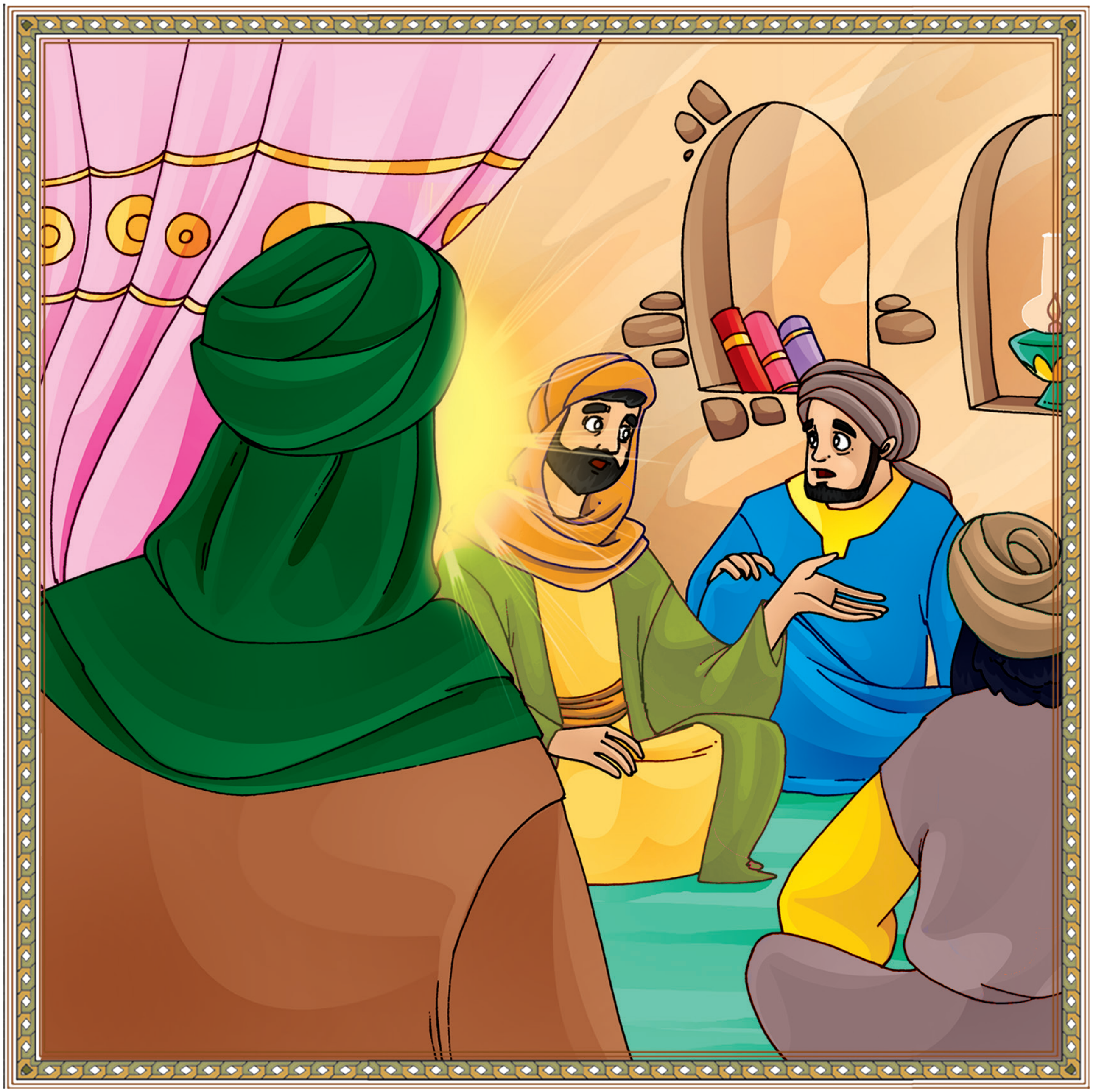
Lesson 20 - Do not Overstay your Visit



فَإِذَا طَعِمْتُمْ فَانْتَشِرُوا وَلَا مُسْتَئْنِسِينَ لِحَدِيثٍ

Once you have finished your meal, leave soon after and do not lengthen your conversation [by overstaying your visit and causing the host discomfort].

Sūrah al-Aḥzāb, Verse 53

One day, the Prophet (ṣ) invited many of the believers to his home. The people loved looking at the Prophet (ṣ), listening to him, and being around him.

On this particular day, people were coming and going from the Prophet's home throughout the day until the evening.

Since there were so many guests, each group sat in a different room and enjoyed a delicious meal. Once the group would leave, the Prophet (ṣ) would clean the room. However, when he reached the last room, he saw that the group of visitors had already finished eating, but they still stayed and chatted for a long time.

The Prophet (ṣ) always liked to use his time wisely, but he did not have the heart to ask the visitors to leave. Out of his kindness and respect for them, he stayed quiet.

Just then, Allah sent down a verse of the Qurʾān to teach people about the manners of visiting: "When you finish your meal, leave soon after and don't settle down to chat." Later, the people understood that they should be more careful about staying over for too long without a good reason.

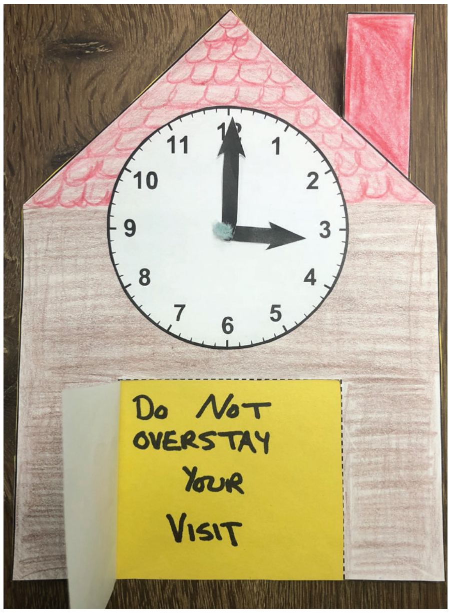
Al-Burhān, Vol. 4, P. 482

لاَ يَنْبَغِي لِلضَّيْفِ إِذَا نَزَلَ بِقَوْمٍ يُمِلُّهُمْ

Prophet Muḥammad (ṣ):
It is not good for the guest to become a burden on the host.

Farhangnameh Mehmāni Muḥammad Rey Shahrī, Ḥadīth #214

Lesson 20: Do Not Overstay Your Visit



Objective: Children will learn the importance of timeliness during visits and not imposing on others

Suggested Ages: 5+

Time: 40 minutes

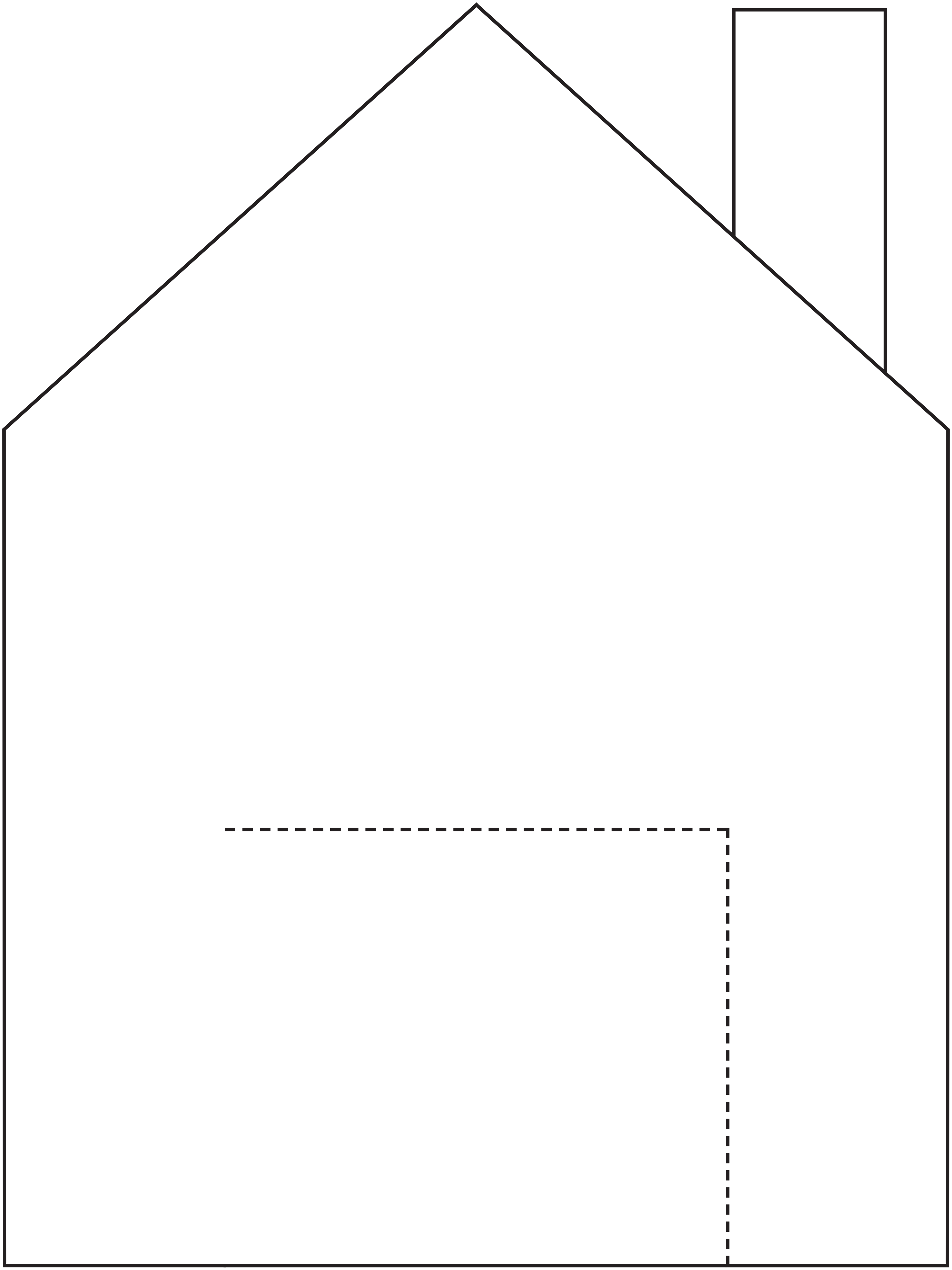
Materials:

- Do Not Overstay Your Visit Lesson 20 handout
- House template (print on heavy paper)
- Clock and backing template
- Brads
- Markers
- Scissors
- Glue

Procedure:

1. **SAY:** Salāmun ʿalaykum everyone. Today our discussion is about guests in Islam. How do you feel at the end of a visit, party, or play date when it is time for everyone to leave? (Wait for responses).
2. **SAY:** A lot of you probably feel sad when you have to leave your friends after having a nice time together. But what would happen if we spent hours or days at our friends house? (Wait for responses)
3. **SAY:** Good responses. Our hosts would probably get very tired having to spend so much time with us, right? But we must also have a good balance of how we spend out time and we should get back to our responsibilities after our visit. What is a good amount of time to stay at someone's house? (Wait for responses).
4. **SAY:** Lots of good guesses. Let's look at an example from our Prophet (ṣ).
5. At this time pass out a copy of the Lesson 5 handout to each child. Have a child read it aloud, or read it to the children as they follow along.
6. After reading the story **ASK:** What is the rule that Allah declared in the verse in the story? (Wait for responses).
7. **SAY:** Good! Allah has told us not to stay very long after sharing a meal with our host. And we should never cause our host discomfort by taking up too much for their time!
8. At this time hand out the house template.
9. Have the children color and decorate their house.
10. Then have them cut out the house and cut along the 90 degree angle forming the door.

11. Next, hand out the clock and backing template. The backing is the rectangle with the words: Do Not Overstay Your Visit.
12. Have the children color and decorate all of the components and cut them out.
13. Next, they should glue the backing rectangle behind the door without gluing down the door!
14. The door should open to reveal the words: Do Not Overstay Your Visit
15. The clock face should be glued to the top of the house above the door.
16. Then help the children in lining up the ends of the two clock hands with the dot at the center of the clock face. Assist them in poking a hole through the three components.
17. Finally assist the children in inserting a brad in the hole and fastening the hands to the clock face.



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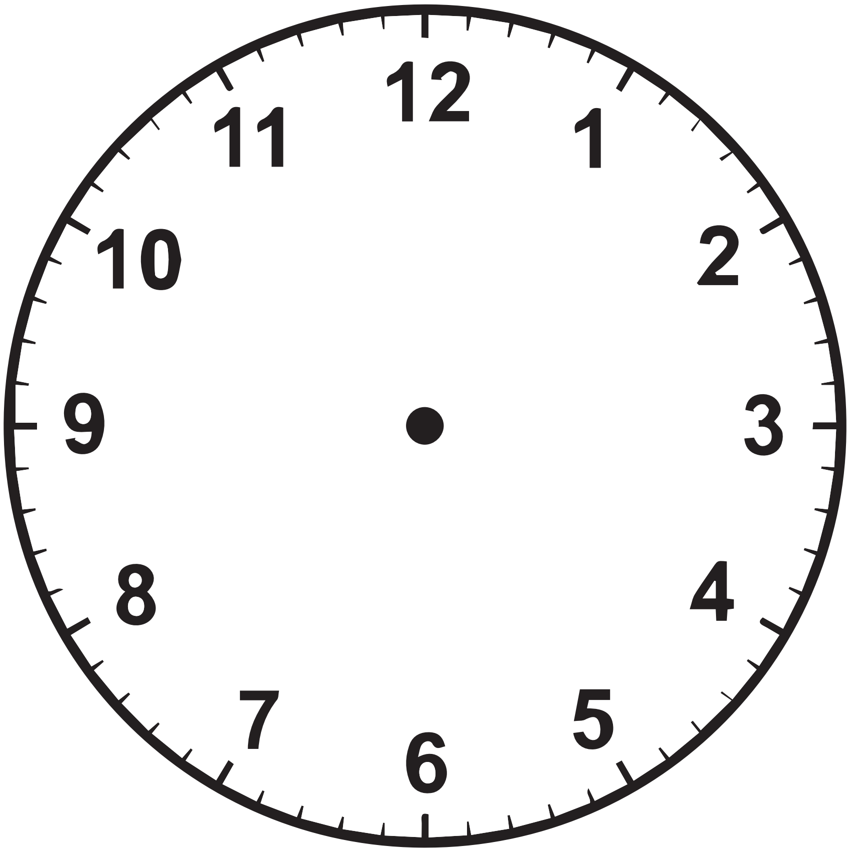
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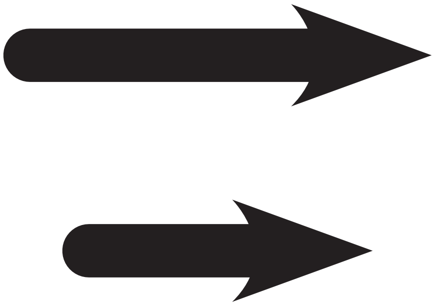

**Do not
overstay
your visit**

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MEMORIZATION SŪRAHS

Imām aṣ-Ṣādiq (ʿa): One who memorizes the Qurʾān and acts upon it will be with the noble and righteous angels and Prophets.

Review sūrahs you have memorized until now, and memorize new sūrahs.

Āyat al-Kursī (2:255-257)

ٱللَّهُ لَآ إِلَٰهَ إِلَّا هُوَ
ٱلۡحَىُّ ٱلۡقَيُّومُۚ لَا تَأۡخُذُهُۥ سِنَةٞ وَلَا نَوۡمٞۚ لَّهُۥ مَا فِى ٱلسَّمَٰوَٰتِ
وَمَا فِى ٱلۡأَرۡضِۗ مَن ذَا ٱلَّذِى يَشۡفَعُ عِندَهُۥٓ إِلَّا بِإِذۡنِهِۦۚ يَعۡلَمُ
مَا بَيۡنَ أَيۡدِيهِمۡ وَمَا خَلۡفَهُمۡۖ وَلَا يُحِيطُونَ بِشَىۡءٖ مِّنۡ عِلۡمِهِۦٓ إِلَّا
بِمَا شَآءَۚ وَسِعَ كُرۡسِيُّهُ ٱلسَّمَٰوَٰتِ وَٱلۡأَرۡضَۖ وَلَا يَـُٔودُهُۥ حِفۡظُهُم
وَهُوَ ٱلۡعَلِىُّ ٱلۡعَظِيمُ ٢٥٥ لَآ إِكۡرَاهَ فِى ٱلدِّينِۖ قَد تَّبَيَّنَ ٱلرُّشۡدُ مِنَ
ٱلۡغَىِّۚ فَمَن يَكۡفُرۡ بِٱلطَّٰغُوتِ وَيُؤۡمِنۢ بِٱللَّهِ فَقَدِ ٱسۡتَمۡسَكَ
بِٱلۡعُرۡوَةِ ٱلۡوُثۡقَىٰ لَا ٱنفِصَامَ لَهَاۗ وَٱللَّهُ سَمِيعٌ عَلِيمٌ ٥٦
ٱللَّهُ وَلِىُّ ٱلَّذِينَ ءَامَنُواْ يُخۡرِجُهُم مِّنَ ٱلظُّلُمَٰتِ إِلَى ٱلنُّورِۖ
وَٱلَّذِينَ كَفَرُوٓاْ أَوۡلِيَآؤُهُمُ ٱلطَّٰغُوتُ يُخۡرِجُونَهُم مِّنَ
ٱلنُّورِ إِلَى ٱلظُّلُمَٰتِۗ أُوْلَٰٓئِكَ أَصۡحَٰبُ ٱلنَّارِۖ هُمۡ فِيهَا
خَٰلِدُونَ ٢٥٧

Āyat al-Kursī (2:255-257)

Āyat al-Kursī

255. Allah—there is no god except Him—is the Living One, the All-Sustaining. Neither drowsiness befalls Him nor sleep. To Him belongs whatever is in the Heavens and whatever is on the earth. Who is it that may intercede with Him except with His permission? He knows what is before them and what is behind them, and they do not comprehend anything of His knowledge except what He wishes. His throne embraces the Heavens and the earth, and He is not wearied by their preservation, and He is the All-Exalted, the All-Supreme.
256. There is no compulsion in religion: rectitude has become distinct from error. So one who disavows fake deities and has faith in Allah has held fast to the firmest handle for which there is no breaking; and Allah is All-Hearing, All-Knowing.
257. Allah is the walī (guardian) of the faithful—He brings them out of darkness into light. As for the faithless, their awliyāʾ (guardians) are the rebel,s who drive them out of light into darkness. They shall be the inmates of the Hellfire, and they will remain in it [forever].

Sūrah at-Tīn (95)

سُورَةُ التِّينِ

بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ

وَٱلتِّينِ وَٱلزَّيۡتُونِ ١ وَطُورِ سِينِينَ ٢ وَهَٰذَا ٱلۡبَلَدِ ٱلۡأَمِينِ ٣
لَقَدۡ خَلَقۡنَا ٱلۡإِنسَٰنَ فِيٓ أَحۡسَنِ تَقۡوِيمٖ ٤ ثُمَّ رَدَدۡنَٰهُ أَسۡفَلَ سَٰفِلِينَ
٥ إِلَّا ٱلَّذِينَ ءَامَنُواْ وَعَمِلُواْ ٱلصَّٰلِحَٰتِ فَلَهُمۡ أَجۡرٌ غَيۡرُ مَمۡنُونٖ ٦
فَمَا يُكَذِّبُكَ بَعۡدُ بِٱلدِّينِ ٧ أَلَيۡسَ ٱللَّهُ بِأَحۡكَمِ ٱلۡحَٰكِمِينَ ٨

Sūrah at-Tīn

In the Name of Allah, the All-Beneficent, the All-Merciful

1. [I swear] By the fig and the olive,
2. by Mount Sinai,
3. and by this secure town:
4. We certainly created man in the best of forms;
5. then, We relegated him to the lowest of the low,
6. except those who have faith and do righteous deeds. There will be an everlasting reward for them.
7. So what makes you deny the retribution?
8. Isn't Allah the fairest of all judges?

Sūrah al-Qadr (97)

سُورَةُ ٱلۡقَدۡرِ

بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ

إِنَّآ أَنزَلۡنَٰهُ فِى لَيۡلَةِ ٱلۡقَدۡرِ ① وَمَآ أَدۡرَىٰكَ مَا لَيۡلَةُ ٱلۡقَدۡرِ ②
لَيۡلَةُ ٱلۡقَدۡرِ خَيۡرٞ مِّنۡ أَلۡفِ شَهۡرٖ ③ تَنَزَّلُ ٱلۡمَلَٰٓئِكَةُ وَٱلرُّوحُ فِيهَا
بِإِذۡنِ رَبِّهِم مِّن كُلِّ أَمۡرٖ ④ سَلَٰمٌ هِىَ حَتَّىٰ مَطۡلَعِ ٱلۡفَجۡرِ ⑤

Sūrah al-Qadr

In the Name of Allah, the All-Beneficent, the All-Merciful

1. Indeed We sent it down on the Night of Ordainment.
2. And what will show you what is the Night of Ordainment?
3. The Night of Ordainment is better than a thousand months.
4. In it the angels and the Spirit descend, by the leave of their Lord, with every command.
5. It is peaceful until the rising of the dawn.

Sūrah al-ʿĀdiyāt (100)

سُورَةُ العَادِيَاتِ

بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ

وَٱلۡعَٰدِيَٰتِ ضَبۡحٗا ١ فَٱلۡمُورِيَٰتِ قَدۡحٗا ٢ فَٱلۡمُغِيرَٰتِ
صُبۡحٗا ٣ فَأَثَرۡنَ بِهِۦ نَقۡعٗا ٤ فَوَسَطۡنَ بِهِۦ جَمۡعًا ٥
إِنَّ ٱلۡإِنسَٰنَ لِرَبِّهِۦ لَكَنُودٞ ٦ وَإِنَّهُۥ عَلَىٰ ذَٰلِكَ لَشَهِيدٞ ٧ وَإِنَّهُۥ لِحُبِّ
ٱلۡخَيۡرِ لَشَدِيدٌ ٨ ۞أَفَلَا يَعۡلَمُ إِذَا بُعۡثِرَ مَا فِي ٱلۡقُبُورِ ٩
وَحُصِّلَ مَا فِي ٱلصُّدُورِ ١٠ إِنَّ رَبَّهُم بِهِمۡ يَوۡمَئِذٖ لَّخَبِيرُۢ ١١

Sūrah al-ʿĀdiyāt

In the Name of Allah, the All-Beneficent, the All-Merciful

1. By the snorting chargers,
2. by the strikers of sparks [with their hoofs],
3. by the raiders at dawn,
4. raising therein a trail of dust,
5. and cleaving therein a host!
6. Indeed man is ungrateful to his Lord,
7. and indeed he is [himself] witness to that!
8. And indeed he is an avid lover of wealth.
9. Does he not know, when what is [buried] in the graves is turned over,
10. and what is [concealed] in the chests is divulged—
11. on that day their Lord will be well informed about them [and their deeds]?

DUʿĀS

Call upon Me, and I will answer you! (40:60)

Learn how to read important duʿās and ziyārāt.

Duʿāʾ al-Ḥujjah

We recite this Duʿāʾ for the protection of our 12th Imām, Imām al-Mahdī (ʿaj).

O Allah, [we ask You to] be for Your close guardian (walī), al-Ḥujjah, the son of Ḥasan,	اللّٰهُمَّ كُنْ لِوَلِيِّكَ الْحُجَّةِ ابْنِ الْحَسَنِ
blessings of Allah be upon him and his fathers,	صَلَوَاتُكَ عَلَيْهِ وَعَلَى آبَائِهِ
now and always,	فِي هَذِهِ السَّاعَةِ وَفِي كُلِّ سَاعَةٍ
[Be for him] a guardian, protector, leader, helper, guide, and protector,	وَلِيّاً وَحَافِظاً وَقَائِداً وَنَاصِراً وَدَلِيلاً وَعَيْناً
until You establish him as the leader on Your earth,	حَتَّى تُسْكِنَهُ أَرْضَكَ طَوْعاً
followed by all and for a long lifetime to prosper	وَتُمَتِّعَهُ فِيهَا طَوِيلاً

Simple Duʿāʾ Before & After Eating

The Prophet (ṣ) has said:

When a table is spread, 4,000 angels surround it. When the person who is eating begins with saying “Bismillāh,” the angels say, “May Allah bless you while you eat!”

Then, they say to the Shayṭān, “Leave, O sinful one! You have no authority over them!”

And when they leave the table and say alḥamdulillāh, the angels say, “These are people that Allah has blessed, and they have thanked Allah for the blessing.”

But if they don’t mention the name of Allah, the angels say to Shayṭān, “Come near, O sinful one! Eat with them.” And when they finish, and don’t mention the name of Allah, the angels say, “These are people whom Allah has blessed, but they have forgotten their Lord, the Exalted.”

So, we should begin our meals by saying:

In the name of Allah	بِسْمِ اللّٰهِ

And we should end our meals by saying:

All praise belongs to Allah	اَلْحَمْدُ لِلّٰهِ

Longer Duʿāʾ Before & After Eating

When a meal was spread before the Noble Prophet (ṣ), he used to say:

You are pure, O Allah! How good is what you grant and test us with!	سُبْحَانَكَ اللَّهُمَّ مَا أَحْسَنَ مَا تَبْتَلِينَا
You are Pure, O Allah! How much you give us!	سُبْحَانَكَ مَا أَكْثَرَ مَا تُعْطِينَا
You are Pure, O Allah! How many times you keep us safe!	سُبْحَانَكَ مَا أَكْثَرَ مَا تُعَافِينَا
O Allah, increase what you give us and the needy believers and Muslims.	اَللَّهُمَّ أَوْسِعْ عَلَيْنَا وَ عَلَى فُقَرَاءِ الْمُؤْمِنِينَ وَ الْمُؤْمِنَاتِ وَ الْمُسْلِمِينَ وَ الْمُسْلِمَاتِ

Imām aṣ-Ṣādiq (ʿa) has said that when you finish eating, say:

All praise belongs to Allah, the one who feeds and is not fed.	اَلْحَمْدُ لِلَّهِ الَّذِى يُطْعِمُ وَ لا يُطْعَم

Ziyārah After Ṣalāh

O Allah, You are the Kind!	اَللّهُمَّ اَنْتَ السَّلامُ
From you is peace and safety! Peace and safety belong to You and come from You!	وَ مِنْكَ السَّلامُ وَ لَكَ السَّلامُ وَ اِلَيْكَ يَعُودُ السَّلامُ
May your Lord, the Lord of Might, be far above what they claim!	سُبْحانَ رَبِّكَ رَبِّ الْعِزَّةِ عَمَّا يَصِفُونَ
Peace be on the Messengers! And praise be to Allah, Lord of the Worlds.	وَ سَلامٌ عَلَى الْمُرْسَلِينَ وَ الْحَمْدُ لِلّهِ رَبِّ الْعالَمِينَ
Peace be upon you, O Prophet, and the mercy of Allah and His blessings!	اَلسَّلامُ عَلَيْكَ اَيُّهَا النَّبِيُّ وَ رَحْمَةُ اللّهِ وَ بَرَكاتُهُ
Peace be upon the Imams, the guides who are guided [by Allah]!	اَلسَّلامُ عَلَى الْأَئِمَّةِ الْهَادِينَ الْمَهْدِيِّينَ

Ziyārah After Ṣalāh (con't)

Peace be upon all the Prophets of Allah, His Messengers, and His angels!	اَلسَّلامُ عَلى جَميعِ اَنْبِياءِ اللّٰهِ وَ رُسُلِهِ وَ مَلائِكَتِهِ
Peace be upon us and on the righteous servants of Allah!	اَلسَّلامُ عَلَيْنا وَ عَلى عِبادِ اللّٰهِ الصَّالِحِينَ
Peace be on ʿAlī, Fāṭimah, al-Ḥasan, al-Ḥusayn,	اَلسَّلامُ عَلى عَلِيٍّ وَ فاطِمَةَ وَ الْحَسَنِ وَ الْحُسَيْنِ
ʿAlī, Muḥammad, Jaʿfar, Mūsā,	وَعَلِيٍّ وَمُحَمَّدٍ وَ جَعْفَرٍ وَمُوسَىٰ
ʿAlī, Muḥammad, ʿAlī, Ḥasan,	وَعَلِيٍّ وَمُحَمَّدٍ وَعَلِيٍّ وَٱلْحَسَنِ
and [Imām] al-Ḥujjah, the proof, the one who will uprise, the one guided [by Allah]!	وَ الْحُجَّةِ الْقائِمِ الْمَهْدِيِّ
May the blessings of Allah be upon them all.	صَلَواتُ اللّٰهِ عَلَيْهِمْ اَجْمَعِينَ

Duʿāʾ After Ṣalāh #1

I begin with the name of Allah, the All-Kind, the All-Merciful	بِسْمِ اللهِ الرَّحْمَـنِ الرَّحِيمِ
O Allah, send blessings upon Muḥammad and the family of Muḥammad	اَللَّهُمَّ صَلِّ عَلَى مُحَمَّدٍ وَ آلِ مُحَمَّدٍ
I am content with Allah as my Lord, Islam as my religion,	رَضِيتُ بِاللهِ ربّاً ، وَبِالإِسْلاَمِ ديناً
Muḥammad (peace be upon him and his family) as my Prophet, ʿAlī as my Imām,	وَبِمُحَمَّدٍ صَلَّىٰ للَّـهُ عَلَيْهِ وَآلِهِ نَبِيّاً وَبِعَلِيٍّ إِمَاماً
and Ḥasan, Ḥusayn, ʿAlī, Muḥammad, Jaʿfar, Mūsā, ʿAlī, Muḥammad, ʿAlī, Ḥasan, and the last Imām as my Imāms, masters, and guides.	وَ بِالْحَسَنِ وَلْحُسَيْنِ وَعَلِيٍّ وَمُحَمَّدٍ وَ جَعْفَرٍ وَمُوسَىٰ وَعَلِيٍّ وَمُحَمَّدٍ وَعَلِيٍّ وَلْحَسَنِ وَلْخَلَفِ لصَّالِحِ عَلَيْهِمُ السَّلاَمُ اَئِمَّةً وَسَادَةً وَقَادَةً
Only them I follow, and from their enemies I stay away.	بِهِمْ اَتَولَّىٰ وَمِنْ اَعْدَائِهِمْ اَتَبَرَّاُ
O Allah, forgive me, keep me safe, and take care of me, in this world and the next.	اَللَّهُمَّ إِنِّي أَسْأَلُكَ الْعَفْوَ وَالْعَافِيَةَ وَالْمُعَافَاةَ فِي الدُّنْيَا وَالْآخِرَةِ

Duʿāʾ After Ṣalāh #2

I begin with the name of Allah, the All-Kind, the All-Merciful	بِسْمِ اللهِ الرَّحْمَـٰنِ الرَّحِيمِ
O Allah, send blessings upon Muḥammad and the family of Muḥammad	اَللَّهُمَّ صَلِّ عَلَى مُحَمَّدٍ وَ آلِ مُحَمَّدٍ
O the Merciful and loving Allah, to You I offer this humble ṣalāh	إِلَـٰهِي هَذِهِ صَلَاتِي صَلَّيْتُهَا
Saying these words, and doing this deed, knowing You do not need it, but it's You that I need	لَا لِحَاجَةٍ مِنْكَ إِلَيْهَا وَ لَا رَغْبَةٍ مِنْكَ فِيهَا
I know in my heart that You are the All-Grand, so I answer your call and obey your command.	إِلَّا تَعْظِيماً وَ طَاعَةً وَ إِجَابَةً لَكَ إِلَى مَا أَمَرْتَنِي
O Allah, if You found any flaw or mistake that I made,	إِلَـٰهِي إِنْ كَانَ فِيهَا خَلَلٌ أَوْ نَقْصٌ
in the sujūd or rukūʿ of this prayer I prayed,	مِنْ رُكُوعِهَا أَوْ سُجُودِهَا
don't turn it back, please forgive me, and accept it please.	فَلَا تُؤَاخِذْنِي وَ تَفَضَّلْ عَلَيَّ بِالْقَبُولِ وَ الْغُفْرَانِ
[I ask You] by Your mercy, O the Kindest of the kind!	بِرَحْمَتِكَ يَا أَرْحَمَ الرَّاحِمِينَ

Duʿāʾ for Studying/Starting a Lesson

I begin with the name of Allah, the All-Kind, the All-Merciful	بِسْمِ اللهِ الرَّحْمَـٰنِ الرَّحِيمِ
O Allah, send blessings upon Muḥammad and the family of Muḥammad	اَللَّهُمَّ صَلِّ عَلَى مُحَمَّدٍ وَ آلِ مُحَمَّدٍ
O Allah, take me out of the darkness of ignorance,	اَللّهُمَّ أَخْرِجْني مِنْ ظُلُماتِ الْوَهْمِ
and honor me with the light of understanding.	وَ أَكْرِمْني بِنُورِ الْفَهْمِ
O Allah, open for us the doors of Your mercy,	اَللّهُمَّ افْتَحْ عَلَيْنا أَبْوابَ رَحْمَتِكَ
and unfold for us the treasures of Your knowledge.	وَانْشُرْ عَلَيْنا خَزائِنَ عُلُومِكَ
[I ask You] by Your mercy, O the most Merciful of the Merciful.	بِرَحْمَتِكَ يا أَرْحَمَ الرّاحِمينَ

SHORT ḤADĪTH

This section contains five short sayings from the Ahlul Bayt (ʿa) that teach us about our beliefs and guide us how to act in the best manner.

Short Ḥādīth

Translation	Ḥadīth
Prophet Muḥammad (ṣ): Whoever makes his parents happy has indeed made Allah happy. Whoever makes his parents angry has indeed made Allah angry.	مَنْ أَرْضى والِدَيْهِ فَقَدْ أَرْضى اللَّهَ وَ مَنْ أَسْخَطَ والِدَيْهِ فَقَدْ أَسْخَطَ اللَّهَ
Rasūlullāh (ṣ): My Ahl al-Bayt (family) is like the ark of Prophet Nūḥ (ʿa) for you. Whoever boarded it was saved, and whoever abandoned it drowned.	إِنَّمَا مَثَلُ أَهْلِ بَيْتِي فِيكُمْ كَمَثَلِ سَفِينَةِ نُوحٍ مَنْ رَكِبَهَا نَجَا وَ مَنْ تَخَلَّفَ عَنْهَا غَرِق
Imām ʿAlī (ʿa): Speak nicely with others, and you will also receive a nice reply.	أَجْمِلُوا فِي الْخِطَابِ تَسْمَعُوا جَمِيلَ الْجَوَابِ
Prophet Muḥammad (ṣ): Seeking knowledge is necessary for every Muslim. Allah loves those who seek knowledge!	طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ أَلَا إِنَّ اللَّهَ يُحِبُّ بُغَاةَ الْعِلْمِ
Imām al-ʿAskarī (ʿa): All ugly things have been placed in a house, and the key to that house is lying.	جُعِلَتِ الْخَبَائِثُ فِي بَيْتٍ وَ جُعِلَ مِفْتَاحُهُ الْكَذِبَ

ṢALĀH PRONUNCIATION

Rasūlullāh (ṣ): Pray the way you see me pray!

In this section, you will review and learn the recitation of the sūrahs and other adhkār (remembrances) that we need to know in order to offer a correct ṣalāh.

Qirāʾah and Adhkār of Ṣalāh

Adhān		
Allah is the Greatest	4 times	اَللّٰهُ اَكْبَرُ
I know that there is no god except Allah	2 times	اَشْهَدُ اَنْ لَا اِلٰهَ إِلَّا اللّٰه
I know that Muḥammad (ṣ) is the Messenger of Allah	2 times	اَشْهَدُ اَنَّ مُحَمَّدً رَّسُولُ اللّٰه
I know that ʿAlī (ʿa) is one who is close to Allah	2 times	اَشْهَدُ اَنَّ عَلِيًّا وَّلَىُ اللّٰه
Hurry to ṣalāh	2 times	حَيَّ عَلَىٰ الصَّلاٰةِ
Hurry to success	2 times	حَيَّ عَلَىٰ الْفَلَاحِ
Hurry to the best deed	2 times	حَيَّ عَلَىٰ خَيْرِ الْعَمَلِ
Allah is the Greatest	2 times	اَللّٰهُ اَكْبَرُ
I know that there is no god except Allah	2 times	لَا اِلٰهَ إِلَّا اللّٰه

Qirāʾah and Adhkār of Ṣalāh

Iqāmah		
Allah is the Greatest	2 times	اَللهُ اَكْبَرُ
I know that there is no god except Allah	2 times	اَشْهَدُ اَنْ لَا اِلٰهَ اِلَّا الله
I know that Muḥammad (ṣ) is the Messenger of Allah	2 times	اَشْهَدُ اَنَّ مُحَمَّدً رَّسُولُ الله
I know that ʿAlī (ʿa) is one who is close to Allah	2 times	اَشْهَدُ اَنَّ عَلِيًّا وَّلِيُّ الله
Hurry to ṣalāh	2 times	حَيَّ عَلَى الصَّلاٰةِ
Hurry to success	2 times	حَيَّ عَلَى الْفَلَاحِ
Hurry to the best deed	2 times	حَيَّ عَلَى خَيْرِ الْعَمَلِ
The prayer is established	2 times	قَدْ قَامَتِ الصَّلَاةُ
Allah is the Greatest	2 times	اَللهُ اَكْبَرُ
I know that there is no god except Allah	1 time	لَا اِلٰهَ اِلَّا الله

Qirāʾah and Adhkār of Ṣalāh

Takbīrat ul-Iḥrām	
Allah is the Greatest	اَللّٰهُ اَكْبَرُ
Sūrah al-Fātiḥah	
I begin with the name of Allah, the All-Beneficent, the All-Merciful.	بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيمِ ﴿١﴾
All praise is for Allah, the Lord and Nurturer of the worlds.	اَلْحَمْدُ لِلّٰهِ رَبِّ الْعَالَمِينَ ﴿٢﴾
The All-Kind, the All-Merciful.	اَلرَّحْمٰنِ الرَّحِيمِ ﴿٣﴾
The Owner of the Day of Reward and Punishment.	مَالِكِ يَوْمِ الدِّينِ ﴿٤﴾
Only You we worship, and only You we ask for help.	إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ ﴿٥﴾
Guide us on the right path,	اِهْدِنَا الصِّرَاطَ الْمُسْتَقِيمَ ﴿٦﴾
the path of those You have favored, not those whom Your anger falls upon, nor those who are lost.	صِرَاطَ الَّذِينَ أَنْعَمْتَ عَلَيْهِمْ غَيْرِ الْمَغْضُوبِ عَلَيْهِمْ وَلَا الضَّآلِّينَ ﴿٧﴾

Qirāʾah and Adhkār of Ṣalāh

Sūrah al-Ikhlāṣ	
I begin with the name of Allah, the All-Kind, the All-Merciful.	بِسۡمِ اللَّـهِ الرَّحۡمٰنِ الرَّحِيمِ
Say: Allah is One and Unique.	قُلۡ هُوَ اللَّـهُ أَحَدٌ ١
Allah is the Needless and the Sustainer.	اَللَّـهُ الصَّمَدُ ٢
He did not give birth, nor was He born	لَمۡ يَلِدۡ وَلَمۡ يُولَدۡ ٣
And none can be His equal.	وَلَمۡ يَكُن لَّهُۥ كُفُوًا أَحَدٌۢ ٤
Rukūʿ	
My lord is the Pure, Great, and praise be to Him.	سُبۡحٰنَ رَبِّيَ الۡعَظِيمِ وَبِحَمۡدِهٖ
Qiyām after Rukūʿ	
Allah hears and accepts the praise of one who praises Him	سَمِعَ اللّٰهُ لِمَنۡ حَمِدَه
Allah is the Greatest	اَللّٰهُ اَكۡبَرُ
Sujūd	
My Lord is the Pure, High, and praise be to Him.	سُبۡحَانَ رَبِّيَ الۡاَعۡلٰى وَبِحَمۡدِهٖ

Qirāʾah and Adhkār of Ṣalāh

Jalsah	
Allah is the Greatest	اَللّٰهُ اَكْبَرُ
I seek forgiveness from Allah, my Lord, and I turn to Him in repentance	اَسْتَغْفِرُ اللهَ رَبِّي وَ اَتُوْبُ اِلَيْهِ
Allah is the Greatest	اَللّٰهُ اَكْبَرُ
Qunūt	
O Lord, give us good in this world and good in the hereafter, and protect us from the punishment of the fire.	رَبَّنَا آتِنَا فِي الدُّنْيَا حَسَنَةً وَّ فِي الْاٰخِرَةِ حَسَنَةً وَّ قِنَا عَذَابَ النَّارِ
O Allah, send your blessings on Muḥammad and his Ahl al-Bayt (ʿa).	اَللّٰهُمَّ صَلِّ عَلٰى مُحَمَّدٍ وَّ اٰلِ مُحَمَّدٍ
Tashahhud	
I know that there is none worth worshipping except the Almighty Allah, who is One and has no partner.	اَشْهَدُ اَنْ لَّآ اِلٰهَ اِلَّا اللّٰهُ وَحْدَهُ لَا شَرِيْكَ لَهُ
And I know that Muḥammad is His servant and Messenger.	وَ اَشْهَدُ اَنَّ مُحَمَّدًا عَبْدُهُ وَ رَسُوْلُهُ
O Allah, send your blessings on Muḥammad and his Ahl al-Bayt (ʿa).	اَللّٰهُمَّ صَلِّ عَلٰى مُحَمَّدٍ وَّ اٰلِ مُحَمَّدٍ

Qirāʾah and Adhkār of Ṣalāh

Qiyām of 3rd and 4th Rakʿah	
Glory be to Allah, and all praise is for Him, and there is no god except Allah, and He is the Greatest (x3).	سُبْحَانَ اللّٰهِ وَ الْحَمْدُ لِلّٰهِ وَ لَا اِلٰهَ اِلَّا اللّٰهُ وَ اللّٰهُ اَكْبَرُ
Salām	
Allah’s peace, blessings, and grace be upon you, O Prophet!	اَلسَّلَامُ عَلَيْكَ اَيُّهَا النَّبِيُّ وَ رَحْمَةُ اللّٰهِ وَ بَرَكَاتُهُ
Allah’s peace, blessings, and grace be upon all the pious servants of Allah!	اَلسَّلَامُ عَلَيْنَا وَ عَلٰى عِبَادِ اللّٰهِ الصَّالِحِيْنَ
Allah’s peace, blessings, and grace be upon you!	اَلسَّلَامُ عَلَيْكُمْ وَرَحْمَتُ اللّٰهِ وَ بَرَكَاتُهُ
Allah is the Greatest! Allah is the Greatest! Allah is the Greatest!	اَللّٰهُ اَكْبَرُ، اَللّٰهُ اَكْبَرُ، اَللّٰهُ اَكْبَرُ

The third grade Qurʾān curriculum is designed to help students improve their recitation and tajwīd skills and to develop a relationship with the Qurʾān through the following units:

1. Review of previous years material
2. Qurʾān Reading
3. Tajwīd
4. Sūrah Memorization
5. Living with the Qurʾān
6. Duʿās
7. Short Ḥadīth
8. Ṣalāh Pronunciation

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